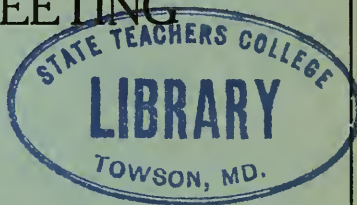


FORTY-NINTH
ANNUAL MEETING

OF THE



Maryland State
Teachers' Association

OCEAN CITY, MARYLAND

June 27th, 28th, 29th and 30th

1916



TEAR OFF AND MAIL.

ENROLLMENT

Each teacher in the State is earnestly requested to become a member of the Maryland State Teachers' Association. The membership fee is 50 cents a year. Each member receives a printed copy of the proceedings. This is a very valuable report and should be in the hands of every teacher. Even if you are unable to be in attendance at our 1917 meeting you should renew your membership. Please do not neglect this matter, as the character of the program and the value of the printed proceedings depend largely on the membership of the association.

.....1917.
HUGH W. CALDWELL, Secretary,
Chesapeake City, Maryland.

Dear Sir:

I am inclosing 50 cents for my membership fee in the Maryland State Teachers' Association for 1917.

Very truly yours,

Name.....

Address

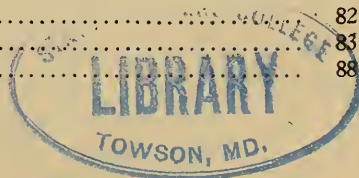
I should be enrolled under

.....County.

CONTENTS

GENERAL MEETINGS

	PAGE
Officers for 1915-1916.....	2
Prayer—Rev. S. A. Potter.....	3
Address—Hon. Jesse D. Price.....	4
Address—Dr. A. H. Krug.....	8
Address—Dr. A. R. Brubacher	11
Address—President William J. Holloway.....	16
Music—Miss Grace Elliott	21
Address—Dr. Howard A. Kelly.....	21
Address—Dr. W. C. Blakey.....	25
Music—Miss Elizabeth Schaefer.....	32
Standing Committees	32
Address—Mrs. Edward F. Buchner.....	33
Address—Dr. George D. Strayer.....	35
Music—Miss Grace Elliott.....	39
Address—His Excellency, the Governor of Maryland.....	39
Music—Miss Schaefer	46
Address—Mr. Stuart Bready	46
Remarks—Miss Mary Risteau	49
Remarks—Dr. Edward F. Buchner.....	49
Remarks—Supt. E. W. McMaster.....	50
Address—Dr. A. E. Winship.....	51
Music—Miss Schaefer	56
Reading Circle Report—Dr. M. Bates Stephens.....	58
Educational Progress Report—Supt. A. R. Spaid.....	61
Treasurer's Report—Dr. R. Berryman.....	65
Report of Committee on Resolutions—Supt. A. S. Cook.....	67
Report of Committee on Legislation—Dr. M. Bates Stephens.....	67
Music—Miss Schaefer	71
Discussion of Report.....	71
Election of Officers for 1916-1917.....	75
Remarks—President-elect S. S. Handy.....	77
Constitution	78
By-Laws	82
Sessions of the M. S. T. A.....	83
Membership	88



RURAL EDUCATION

	PAGE
Officers	114
Address—Mr. W. R. C. Connick.....	115
Remarks—Supt. E. W. McMaster.....	115
Remarks—Supt. Wm. J. Holloway.....	116
Address—Dr. I. W. Hill.....	119

ELEMENTARY EDUCATION (Primary Section)

	PAGE
Officers	126
Address—Miss Katherine Valentine.....	126
Address—Miss Emma Monroe.....	129
Address—Miss Alice Toadvine.....	133
Address—Miss Leah Watts.....	135
Address—Mrs. Olivia Osborne.....	138
Address—Miss Martha Lynch	139
Address—Miss Helen Stauffer.....	142
Officers for 1916-1917.....	145

SECONDARY EDUCATION

	PAGE
Officers	146
Address—R. X. Day.....	146
Address—Dr. M. Bates Stephens.....	149
Address—Dr. William Burdick	152
Report—Charles H. Kolb.....	156
Address—Miss M. Theresa Dallam.....	160

ELEMENTARY EDUCATION (Grammar Section)

	PAGE
Officers	163
Minutes	163
Address—Dr. A. H. Krug.....	163
Address—Miss Edna M. Marshall.....	164
Address—Mr. H. H. Murphy.....	172
Report—Committee on Civics.....	175
Address—Mr. James Porter.....	181
Officers for 1916-1917.....	181

FORTY-NINTH

ANNUAL MEETING

OF THE

Maryland State

Teachers' Association

OCEAN CITY, MARYLAND

June 27th, 28th, 29th and 30th

1916

Officers of the Association

FOR 1916

President

WILLIAM J. HOLLOWAY,
Salisbury, Md.

Secretary

HUGH W. CALDWELL,
Chesapeake City.

Vice-President

E. F. BUCHNER,
Baltimore.

Treasurer

DR. ROZELL BERRYMAN,
Station D, Baltimore.

Second Vice-President

JOHN E. EDWARDS,
Cumberland.

Executive Committee

Wm. J. Holloway.....	Salisbury
E. F. Buchner.....	Baltimore City
H. H. Murphy.....	Baltimore County
G. Lloyd Palmer.....	Frederick
Andrew H. Krug.....	Baltimore City

Standing Committees—Legislative

M. Bates Stephens	Annapolis
E. W. McMaster.....	Pocomoke City
Oscar B. Coblenz.....	Frederick
Charles G. Myers	Rockville
Mary A. Logue.....	Baltimore

Resolutions

Charles T. Wright	Belair
Albert S. Cook	Towson
Ida F. Lockard.....	Westminster

Educational Progress

B. K. Purdum	Annapolis
A. R. Spaid	Cambridge
Margaret Pfeiffer.....	Ellicott City

Forty-Ninth Annual Meeting

MARYLAND STATE TEACHERS' ASSOCIATION

OCEAN CITY, MD., June 27, 1916.

The forty-ninth annual meeting of the Maryland State Teachers' Association was called to order at 8 P. M. on Tuesday evening, June 27th, by the President, William J. Holloway.

The invocation was offered by the Reverend S. A. Potter, Rector of St. Paul's P. E. Church, Berlin, and St. Paul by the Sea, Ocean City, as follows:

"Direct us, O Lord, in all our doings, with Thy most gracious favor, and further us with Thy continual help; that in all our works begun, continued and ended in Thee, we may glorify Thy holy Name, and finally, by Thy mercy, obtain everlasting life.

"And we pray that Thy blessing, O God, may rest upon this assembly of men and women, that they may be inspired with a hearty desire to be instrumental in guiding into right paths the youth of this State of Maryland, and that they may be filled with the spirit of wisdom to enable them to successfully accomplish their desire.

"Help them to realize the sacredness of the work in which they are engaged, and to know that they are called to train and develop the morals, as well as the intellectual faculties, of those committed to their care.

"Help them, one and all, to perceive the vast importance of the work in which they are engaged, so that they may diligently seek to become more and more efficient as instructors and educators, to the end that they may with greater proficiency inculcate the doctrines of purity of purpose, unimpeachable integrity, and self-dependence in the hearts of their pupils.

"May they all be granted the highest ideals in the pursuit of their vocation, and may they have such success in their undertaking that the sons committed to their care may grow up as the pillars of Church and State, and the daughters be as the polished corners of the Temple.

"And grant, O Lord, that in all their words and acts, everything may tend to the advancement of Thy glory and the welfare of men.

"We ask it all through Jesus Christ, our Lord. Amen."

The President introduced the first speaker of the evening, as follows:

"The Executive Committee has spared no pains nor expense to provide for this annual meeting of the State Teachers' Association profitable and interesting entertainment in the way of speakers and music. In casting about for a person to deliver to us the welcoming address, our minds

rested upon a man of the Eastern Shore who has devoted many years of a busy and useful life in the interest of public education. Mr. Price, our Senator from Wicomico County, always raised his voice and cast his vote in behalf of the teachers of Maryland. He was President of the Senate when the appropriation was made for the erection of this beautiful and magnificent home for the teachers of Maryland. Since that time, he has been called to the councils of the nation, and his efforts have always been for the teachers of Maryland.

"It gives me great pleasure to present to you a man who loves the Eastern Shore, and who will be glad to welcome you to this land of culture and beauty and education, the Honorable Jesse D. Price, Member of Congress from the First District of Maryland."

HONORABLE JESSE D. PRICE'S ADDRESS OF WELCOME.

Mr. President, Ladies and Gentlemen:

To me has been assigned the very pleasing duty of welcoming you to this part of our beloved State. Maryland has a nation-wide reputation for hospitality, and all Marylanders seem to have been born with that instinct, and a desire to make people welcome and happy. I believe the people of the Eastern Shore have inherited to a large degree those instincts and desires, for nowhere on the face of the globe will a stranger receive a more open-handed hospitality than here. This may be due largely to the fact that we are unusually favored by nature, and we have a peculiar pride in having others see and share in these wonderful blessings. It is the same pride that a fond parent has in exhibiting to a friend an offspring wonderfully endowed or beautiful to look upon. Such is our feeling in welcoming you to this beautiful town, situated between the Sinepuxent Bay and the majestic Atlantic. A place of rest and recreation on the one hand, and a place of mental and spiritual stimulus on the other. A spot peculiarly adapted to the development of mind, body and soul. Our heritage becomes more and more a matter of pride the more we contemplate our wonderful endowments and blessings. In material blessings, who can rival us? We are the home of the terrapin, the duck, the fish, the crab, and the oyster, which grows nowhere with that peculiar palatable flavor as in the waters of the Eastern Shore. Then who can contemplate, without getting hungry, the Maryland fried chicken, corn-pone, Maryland biscuits, and turnip-greens? Our country hereabouts is fast becoming the great market garden of the nation. Our vegetables and small fruits are grown to such perfection that we are becoming the envy of the world. Aside from these things we are a people enjoying peace and happiness. Our communities are filled with schools and churches, and are models of law and order. We are seeking diligently after knowledge, and we are old fashioned enough to believe in God. It is in such a place and amid such surroundings and influences that you have assembled for your deliberations today, and it gives me pleasure to extend this official welcome. This is the first time in my life that I have been privi-

leged to speak to school teachers, and I suppose it is well that the opportunity has been so long deferred, otherwise the character of the speech might be different. But time is a wonderful healer, and it has enabled me to have a different viewpoint—much to your advantage. As a boy attending a country school, I had as I thought a very hard time, and there were one or two teachers who incurred my particular disapproval. One, a maiden lady of uncertain age, seemed to have a special antipathy for me, and a box on the ear, which I generously received at her hands, has forever enshrined her in my memory, for that ring has followed me through the years to this hour. But I have long since forgiven her, for the provocation was at least equal to the box, and as I grew older I could better realize that her motive was good, even if the remedy was heroic, and as I look back, the wonder to me is that I managed to steer my course so as to avoid the rock of expulsion.

I am glad the "box" and the ring have been practically relegated to the scrap-heap in our modern teaching. I believe the modern way of placing our boys and girls on honor is far preferable, because, after all, their apparent rudeness is due to youth and high spirits, and underneath they are little ladies and gentlemen. School-teaching in olden times was an occupation, today it is both a calling and profession. To the young man it was the stepping stone to the law or some other profession, a preparatory school for his real life's work; to the young lady the first aid to matrimony. Today our men and women enter it for their life's work and with high purposes, not merely to make a living, but from a real love of the opportunity for service. This in a measure accounts for the great advance your profession has made. Certainly, considered from a standpoint of emoluments alone, the profession is not attractive, but considered in the light of opportunity for service and the good to be accomplished, it is a high calling, ranking next in importance to the minister of the Gospel. In no spirit of flattery I want to say that it is a hopeful sign that our American institutions will be perpetuated for all time when men and women possessing the ability and learning of the average American school teachers can be found to carry on the work for the average compensation received.

Ladies and gentlemen, you have a high and responsible calling, one demanding the most painstaking and conscientious preparation. You have in a large measure the power to make or mar the America of the future. It is upon your shoulders that falls the burden of training future generations.

As to the manner in which you discharge this duty depends the very life and destiny of the nation. The growth of educational thought and the ever-widening scope of educational needs make your responsibility correspondingly greater. Instead of teaching our boys and girls to read, write and spell, as in former times, we now undertake to teach them not only these necessary fundamentals of education, but we teach them how to live, we undertake to develop all the powers of mind and body—athletics, relative food values, domestic science, agriculture, music, games,

Civics, industrial and dramatic art, commercial practices, and rural life, the great idea being to make a finished product, with a trained mind, with high ideals in a sound body ready to go out and take its place in the world of strife and endeavor. Is not this a great and tremendous responsibility? And should it not be an incentive to do our level best? The making of men and women is the greatest work, outside of saving human souls, in which we can engage. For many months past, the people of the entire nation have had their thoughts turned to the questions confronting us, as a nation, which have grown out of a great world war, and the question of national defense has become the leading thought in the minds of the American people. It is almost universally conceded that this country is not adequately prepared to defend its people and its institutions, and just now Congress is voting millions of money for strengthening our army, navy and fortifications, and today from all over this land our boys and young men are responding to their country's need, and there is a determination on the part of our people that the institutions which our forefathers fought for and established shall be defended and preserved. In the recruiting in our own State of Maryland it has been demonstrated within the week that 50 per cent. of our own young men who offer to enlist are not up to the physical requirements of the Government. That should be a valuable lesson to us, and we should take warning and apply the remedy for the future, and into our educational system should be incorporated the training and exercise necessary to cure this appalling condition. This deficiency is not all physical, and I have no doubt that if you could trace the history of these young men, some of it would be found in a lack of training, both in mind and body. Our country has been so richly endowed by nature that we have wasted many of our opportunities, and have failed to husband our resources as we should, and it is time we are awaking to the fact. One of the important steps then in preparation for national defense is to stop national waste and to husband national resources, and one of our greatest national resources is our boys and girls, who in a short time will be the responsible citizens of the country. Their future will depend in a large measure on what you make of them, and the future welfare of the nation depends on your fidelity to the trust you have assumed. A great deal has been said and written lately about our first line of defense, which, of course, in case of war with a foreign nation, would be our navy, but underneath and before all this is a nation of trained men, ready and fully equipped, mentally, morally and physically, to man this navy and our other defenses. In this view, then, my friends, you become the advance guard of "Preparedness," you become responsible for the first as well as all other lines of defense, and if you fail, so will the entire fabric of defense fail. You are the foundation builders, and the character of the foundation, whether applied to material construction or to what determines success in any phase of life, is of first importance. In connection with this phase of school work "The Salisbury Advertiser," in an Editorial on June 24, has this to say:

"It would be hard to find anything of more importance to a community than is the proper training, mental, moral and physical, of its boys and girls. School-days is the formulative period of their life during which they are making preparations for their life work. It is the duty of the community to see to it that they receive careful attention in order that they may be properly equipped for the hard struggle to come. The future happiness and prosperity of the thousands now attending the schools of this county is largely dependent upon the way they are taught and the character of their teachers.

"When one stops to consider the fearful responsibility resting upon the shoulders of those in charge of this noble work, it seems inconceivable that any one could sink so low as to use his high office for the purpose of gain or for the promotion of selfish interests."

I have seen a great advance in educational methods in Maryland, during recent years, and both State and Nation are waking up to the great possibilities of improved educational methods, and are offering encouragement on a scale heretofore undreamed of. Our State legislation along the line of improving its teaching force has made long strides, which is resulting in a higher standard and increased efficiency therein. The National Government, which is giving special training to young men for the army and navy and aid to many state institutions which give a certain amount of military training, is also waking up to the necessity for industrial and vocational training. An investigation has shown that the youth of America are entering industry at the rate of a million a year, nearly all of them untrained for their work. The European War has clearly demonstrated the importance of trained workers. Our country wants its workers trained as an essential part of "Preparedness." The result of this investigation authorized by Congress is embodied in what is known as the Smith-Hughes Vocational Education Bill, now favorably reported in both Houses of Congress. It proposes to appropriate \$1,700,000 to make American boys skillful, independent, resourceful workers in the fields of agriculture and industry.

Organized labor has been joined by every liberal-minded educator in the country and by a large proportion of the nation's employers in support of the Smith-Hughes Bill, providing Federal aid for any state that will start schools at which boys can be taught how to take care of themselves in industry or agriculture, and at which girls can be made expert housekeepers.

A prominent Congressman says we can't afford to spend the money at this time. That \$1,700,000 would buy almost one-tenth of one dreadnaught or battle cruiser. And we can't afford to spend it to encourage the training of 40,000,000 boys and girls so that they will avoid unemployment, discouragement, inefficiency, and all the evils of poverty that follow when a boy or girl starts out in life without knowing how.

In the unanimous report of the Committee on Education, headed by Congressman Hughes of Georgia, it is pointed out that if vocational training would increase the income of the 25,000,000 workers by only 10 cents

a day, there would be an increase of wealth in the hands of the workers of two and one-half million dollars a day, or three-fourths of a billion dollars per year.

The Hughes Bill authorizes the President to appoint a Federal Board for Vocational Education composed of five members, including the Commissioner of Education. Organized labor asks that the bill specify a board composed of at least one representative each from agriculture, employees and employers, and the board be left to choose its own chairman instead of designating the Commissioner of Education. But these details are not important, compared with labor's desire to see a start made toward the right sort of training for the nation's future workers and producers.

Under the Hughes Bill, the Federal Government appropriates \$1,500,000 for helping the states to establish schools where boys over 14 would learn useful trades, or scientific farming, and where girls would be trained for home-making. Each state is required to appropriate a dollar for every dollar of Federal aid, and the schools would be managed in each state by a board designated for that purpose by the State Legislature. One feature of the plan calls for part-time schools where boys over 14 who were at work could spend several hours each week fitting themselves for advancement.

So we see the best thought of the Nation is being turned on the problem of a more thorough training for our boys and girls, realizing that the best asset that any nation can have is a thoroughly trained citizenship, morally, mentally, physically and practically.

Ladies and gentlemen, this is truly a great work in which you are engaged, and about which you are here assembled to counsel and confer together. I congratulate you and your organization on the splendid advance you have made, and the magnificent spirit which you constantly display, and above all on your continued purpose to improve and become more useful in your chosen profession. I sincerely trust that your convention may be a success and that each of you may carry away a stronger determination, a higher purpose and a new pride in your chosen field of endeavor, and that the thought that you are contributing to the lasting good of your country and that to have a hand in shaping and moulding the lives and character of future American citizens is a calling that is worthy of the highest and best in you. I wish you God speed and trust that your stay among us will be both pleasant and profitable.

The President next introduced Dr. A. H. Krug, of the Baltimore City College, Baltimore, who responded to the address of welcome.

DR. A. H. KRUG'S ADDRESS.

Mr. President, Ladies and Gentlemen:

It is a very great pleasure, Congressman Price, and a high privilege, for me to accept, on behalf of the teachers of Maryland, the courtesy of this hospitality from the people of Worcester County and Ocean City.

We know from previous sojourns among you how genuine is the spirit which prompts this expression of your kindness and good will. It has been my good fortune to attend the last two meetings of this Association, held at Ocean City, and many more have been held here in former years; so that we have given the best evidence possible—the evidence of established fact—to show how much we have enjoyed the delicacies of your table, the breezes from the Atlantic, and the dip in the surf. This cordial welcome, extended tonight once again, through you, Sir, the representative of the people in our national halls of State, carries with it an honor which I am sure all the teachers here assembled most deeply appreciate.

Formal greetings and responses at gatherings of this character—fraternal, business, or professional—have become accepted conventionalities throughout our country, and occasionally they may impress us as mere formalities; but I feel very genuinely that, in the present instance, there is much to make our exchange of greetings symbolic of a vital factor in the successful administration of the public school system of this State. During the past few years, educational affairs in Maryland have been moving at an extraordinarily rapid pace. Indeed, the country at large is being swept by a series of educational reforms which make some rejoice and others grieve. I doubt if ever in the history of civilization, the waters in the educational sea have long remained unruffled, but at this particular juncture, the violent swish of the waters, traversed as they are by so many new craft, may be casting spray in the faces of some, and perhaps blinding others to the safe channels or sounded depths of all good training. Some educational leaders profess to see a subsiding of the waters toward the calm of earlier years in the recent demands for efficiency and standardization; but the prophet of the hour is seldom the true historian. Let us look at a few of the new things to be taught—the specialties, if we may call them such, which have been introduced into the curriculum of the public schools within the last few decades. Such would include organized and systematic play, manual training, stenography, typewriting, accountancy, gardening, scientific farming, cooking, sewing, and housekeeping. And as for the method of instructing our boys and girls in these useful arts, or indeed, concerning the widely varying methods of presenting any school subject, I fear it would cost me my educational future should I dare at this time to be dogmatic.

Moreover, in casting our eyes over the troubled waters, we must give some attention to recent educational legislation. The General Assembly of Maryland has just passed a very comprehensive educational reform bill that promises much for the welfare of our school system. Compulsory attendance of pupils, professional training and proper certification of teachers, as well as an increase in school revenues, are among the constructive measures embodied in this new law. Now, in this multiplicity of new subjects in the curriculum, new methods of teaching, and new laws of administration, we shall need to look for some steadying influence which may keep us from losing our balance and our grip on

reality. It is my belief that this is to be found in a much closer relation between the school and the home. Teacher and parent, principal and patron, official and taxpayer, must know each other better, on a higher plane of mutual respect, before these new measures can be put into successful operation.

One of the factors that contributed strongly toward securing the passage of this Maryland educational bill must have been the civic interest and pride aroused throughout the State by those splendid school rallies held in many of the counties. We all feel that the State Superintendent and the County Superintendents planned very wisely in arranging these demonstrations of the "get-together" spirit for our schools. These gatherings of citizens to witness exhibitions of mental development or physical prowess may be, of course, as they have often been in the past, a mere showing off, with deliberate intention to blind the eyes of the patrons to the weaknesses of both teachers and pupils; but a positive good may be accomplished where there is an honest attempt to come together in the interest of truth—so that the patrons may know fully what the school is trying to do, that teachers may understand, perhaps, the home conditions to which their pupils are subjected, that parents may see the burdens which they themselves often unwittingly place upon the teacher, or that the taxpayer may discover the woeful lack of equipment for carrying on the business of the school room.

Another benefit of such gatherings is what we may call their specific moral value for the discipline of the school. America has often been called a lawless country; certainly there is no such implicit obedience to school discipline as characterizes the children of Germany or France. It may be true, as many educators claim, that the latter is the discipline and obedience of fear; but the lack of respect on the part of the American boy or girl still remains a lack of respect for the *individual* teacher, who, in the days gone by, was often a "nobody," because—"anybody could teach school." Fortunately for the State of Maryland, those conditions are forever behind us. The schoolmaster or schoolmistress of today must be one who is trained in academic work and professional method.

But for that indefinable asset, however, which only experience in teaching can give, a just and beneficent Providence, operating in due time, alone can grant the increase. The training in the study of human nature afforded by the class room has been a source of profit to many who have later entered other walks of life. Did you ever know a politician or statesman who was not proud of the fact that early in life he had taught a district school? Most marvelous of all, in the national campaign of the present year, the Ichabod Cranes of the country may swell with a pride of which Irving never dreamed, for they now very strenuously remind you that no matter which of the two leading candidates is successful, you must elect as President a man who was once a schoolmaster. The American school teacher, then, must maintain his discipline through the force of his trained personality, and this, I am persuaded, is the true secret of success. We respect knowledge and character where we cannot respect ignorance and brute force.

If you will allow me to be paradoxical for a moment, I may say that there are two results in the art of teaching about which a thoughtful student never ceases to wonder—first, why, in spite of the appeal of truth to the human mind, so many teachers fail to make their pupils true students; and, secondly, why, in spite of the perverse tendencies of human nature, so many teachers succeed in exerting an almost divine influence in the moulding of human character. Genuine teaching, like all of life's great achievements, is the expression of seemingly contradictory ideals. Here we have, then, truth and virtue; but to find our assurance for a synthesis of these two we turn to the poet's line: "Virtue is the truest freedom." The real teacher must stand forth as an incarnation of the truth, which is absolute and divine, in a life which is limited and human. This is no easy task to which we have been called, as the world in all ages has been willing to declare. We come to Ocean City to lay our heads together for earnest consultation in the making of plans, in the discussion of methods and programs, and to hear from the big men of our craft; but we come also to grow more human, more keenly alive to the simplicity of little children, the idealism of youths and maidens, and the good will of you, our patrons and friends. Your welcome, Sir, is rich with potentiality for our good. To paraphrase slightly a classic line bequeathed to us by a noble orator of the Southland—"Let us know each other better, and we shall love each other more."

The President announced that he had received the following telegram from the next speaker of the evening, Dr. Thomas E. Finegan, Deputy Commissioner of Education and Assistant Commissioner for Elementary Education, State of New York:

"Matters over which I have no control have just arisen which preclude my addressing State Association on 27th. President Brubacher of State College for Teachers, one of our strongest men in the State and popular speaker, will substitute for me. Is this substitution satisfactory or do you prefer to select some other speaker? Regret deeply that situation has arisen."

The President then introduced the next speaker of the evening, President Brubacher of State College for Teachers, New York.

PRESIDENT BRUBACHER'S ADDRESS.

Mr. President, Congressman, Gentlemen and Fellow Teachers:

I bring you the greetings of the great State of New York. I am very much impressed with your hospitality, not only because of what Congressman Price has said, but because of what I have felt. Everything is hospitable on this Eastern Shore—so hospitable that the ocean seems to open its arms, and hand out terrapin and things of that sort for people who want to pick it up on the shore. I regret to say that the one so handed out was dead, but it shows the hospitality of the ocean.

I must express my regret that I have to be heard in the place of so popular a man as Dr. Finegan. To us, he is Tom Finegan, and he will be that to you when you learn to know him as well as we do. He belongs to all the teachers. It is always difficult to stand in someone else's shoes, and it is doubly difficult to substitute for him.

We are all thinking of much the same thing in these days. I have heard some one say that there is to be a discussion some time later in the week on "Mobilization in Education." Your Congressman has already mentioned some of the educational features of preparedness. My own thought tonight is to revolve around the general subject of the real elements, which are educational elements, in any scheme for a national defense. My thought is quickened by the fact that in the State of New York legislation has been placed upon the books which forces this feature of the work upon our attention. We were face to face with so-called military training bills in the legislative body at Albany all through the winter. Military training was sometimes interpreted to mean the carrying of guns, the wearing of uniforms, sharp shooting, etc., for schoolboys from 8 years of age on through the high school. There was a great deal of criticism of this program, and certain modifications were made, about which I hope to tell you in just a moment.

In listening to the arguments pro and con, while this particular form of military training was before the Legislature, I was impressed with the fact that the men who were pressing it had very small conception of school work on the one hand, and the fitness of military training for boys of 8 years of age on the other hand. I was in a number of conferences on this military bill, and heard the open legislative hearing in the legislative chamber. At this hearing many prominent publicists of New York appeared to argue each side of the question. The strongest argument on the side in favor of military training for boys from 8 years of age and upwards was given by the Adjutant-General of the National Guard, and the strongest argument against it was given by a teacher of boys with 40 years of experience.

The argument for military training raised five points, the first one being that boys particularly, and girls more or less, do not learn obedience today, either in the American home or in the American school. That is the charge. The second point was that our children, American children, do not learn self-control, the quality which they believe is of supreme importance in the making of soldiers. The third argument was that American boys and girls are proverbially unhealthy and unsound; that they grow up to be unsound physically, and therefore unfit for the army. The fourth was that our children do not learn the idea of service. They do not learn to make large sacrifices for the common good. And finally that we are an undisciplined democracy.

Personally, I stand ready to admit that every one of these charges is true. Our boys and girls are disobedient and sometimes impertinent. They do not learn self-control. Their health is not as it should be. They do not have right conceptions of service, and we are in a large sense an

undisciplined democracy. But after we have admitted that, we have not admitted that boys of 8 years of age may rightly be given guns and put through military training. I, therefore, desire to raise the question with you: What properly constitutes the real elements of a national defense? Until we answer that question, we cannot determine whether or not to put military training into the schools.

I believe there are at least four elements in any scheme of national defense. In the first place there is the subject of army manoeuvres, that is, the management of large bodies of men, hundreds of thousands or millions of men. Any war in this country on a scale similar to the one existing in Europe today would mean the management of 10 or 15 millions of men. The first element in any scheme of defense is, therefore, the element of tactics, which looks forward to the management and manoeuvring of large bodies of men.

The second element has to do with machines of war. In these days it is the machinery which is the all important element of the fight—machine guns, aeroplanes, high explosives, etc.

The third element has to do with science and engineering. We all know what part chemistry, for instance, is playing in the European War, and engineering is of no less importance. The construction of bridges and fortifications of all kinds gives an importance to engineering which it has never had before.

Now these three elements are more or less impossible for the schools to perform. Of course, we could teach our boys tactics. We could teach them to march by twos and fours, to take commands and execute them. But this has not much to do with manoeuvres of war. Furthermore, our courses in physical training do that today. Our boys and girls all learn tactics today, so there is no new element brought in on that subject.

The second element, having to do with machines of war, we might disagree on. Some of us might be willing that boys above 16 years of age should be given guns for target shooting, but to teach the use of large machines of war is out of the question as a school subject.

Chemistry and engineering are beyond the scope of the public school, except perhaps so far as the last two years of the high schools are concerned. But there are two elements which are the function of the public school. The first has to do with health and physical fitness, and the second has to do with loyalty.

Physical fitness and loyalty are fundamental in any scheme of national defense. An army of mollicoddles is good for nothing, and an army of towards is worse. Now anything that the public schools can do to promote the health of the children; anything they can do to give a proper superstructure of loyalty to the citizens of our country will be furnishing a defense that is second to none.

The fact has already been named to you that physically the American nation is unfit. When we say that, do we really know what we mean? Let me quote you a few figures. Medical inspection of school children reveals the fact that in some cases 75 per cent., in other cases 85 per cent.,

and in a very few cases even 90 per cent. of the public school children have been found more or less physically defective. Now when I say more or less defective, I include such things as defective teeth, or it may be so serious a matter as diseased tonsils and other throat diseases which are the fore-runners of consumption; or it may be so serious as a defective heart; but whatever it is, 90 per cent. of our school children have been found to be defective, and yet we may not be startled. We say that all children have children's diseases, but they outgrow them. Do they? A speaker has announced that within the past month 50 per cent. of the applicants for the army have been found deficient. The figures for the United States Marine Corps for 1915 show that 91 per cent. of the applicants were rejected for the country at large, and the inspection was only moderately rigorous, the kind that the army really wants. I have to state even worse figures for the City of New York. Here only 3 per cent. were found physically fit. Now, I submit to you that this is a state of affairs that may well cause us to ponder. It may well make us say that anything which will remedy this situation is worth while.

Let us remember at the same time that we are not concerned exclusively with making soldiers, when we speak of the national defense. Anything which will promote our welfare, which will promote the vigor of our manhood and our womanhood, is going to contribute to that national defense. I am just as much interested in the health of the girls of this country as in the health of the boys, since the health of the boys and girls will lay the foundation for a vigorous, virile manhood, and that, I say, is the real foundation for a national defense.

We flatter ourselves, I think, in believing that the American nation is a loyal nation. I like to flatter myself in the same way. But when I recall certain facts, among them, for instance, that it is today impossible in my home city to recruit the National Guard up to war strength; when I think that the regular army has to send out most attractive posters and coax and wheedle men to join the colors; when I stop to think of the hyphen in American life, and of the numbers of immigrants who have not been properly assimilated into American life—men who have not been put to the test to show whether they will stand up for the country or not—I have to admit that the question of loyalty is not a foregone conclusion.

There are certain phases of our life which contribute to this. We have certain national habits that are contributing directly against the development of loyalty. We have notions about police and soldiers and public officials which give us unworthy ideas about our common country. Now, we hold these in spite of the fact that we are teaching Civics. I dare say there is not a seventh or eighth grade or a high school in Maryland where Civics is not taught. But what do we teach? We teach them a few things about the letter carriers, and the post office, and the mayors or burgesses of our city, and then we go in haste to the Government in Washington, and we teach how our Government is divided into three parts. In the meantime, our boys and girls do not know the fundamentals

of civic duty on which a free government rests, and we are not awakening in them a spirit of loyalty and devotion to their country such as we shall need in time of stress.

I call your attention to the fact that we, boys particularly, speak about policemen usually as "cops." Now the policeman is usually an honorable official. Without him we could not exist; but to the small boy he is an agency that interferes with his personal liberty. He will not allow him to play ball on the street, for instance, and, consequently, he is a "cop." He is an agent for whom the boy has little or no respect. In the same way we do not respect office holders. We believe office holding is a public privilege and not a public duty. We therefore proceed to heap abuse upon mayor and alderman and Congressman, and even upon the President himself. We have no respect for either the office or the official.

A still further proof that our attitude toward our Government is not correct may be found in the use of the referendum. In my State, voters had referred to them about twelve years ago the question whether the State should spend \$101,000,000 upon the rebuilding of the Erie Canal. This was not a bagatelle for the State of New York or for any other State, and yet only a small percentage of the voters took the trouble to go to the polls to express an opinion upon it. Take the question of suffrage. Even the women do not take the question seriously. In the State of California, where women have the right to vote, it is said only 25 per cent. of the women exercise this right. In the State of Massachusetts, where women have had the right of suffrage on school questions for the last 25 years, it is reported only 2 per cent. of the women exercise it.

I might speak of our grumbling over the payment of taxes, our avoidance of jury duty, our slow response to calls for enlistment, our general attitude toward lawlessness, and our demand for personal liberty. I have tried to picture the matter as realistically as I could, and I do not believe I have overstated it. If I appear pessimistic, it is because I have brought together a number of facts which, though perfectly true, appeal to us by their cumulative effect.

Now, how shall we remedy these conditions? By a new teaching of Civics. Let us teach our boys and girls that the Government is a beneficent institution. Let us teach them that it is our police force that makes our lives and property safe in our cities. We go to sleep at night knowing that the police officer will protect us, and will hold off all harm if he possibly can.

Take the question which has to do with such matters as cleanliness, public health, such as sanitation, quarantine. How could we live if we did not have the Government to protect the community? Take the question of highways. If we had no Government, we would still be following the Indian trails instead of beautiful highways. We must not and cannot take these Government activities as a matter of course. Government is a beneficent institution, and it is our duty as teachers to bring it home to the boys and girls how the Government benefits them; and then impress upon them that in return for this beneficence every boy and girl owes a

duty to his Government. Shall we have a boy come back and say it interferes with his personal liberty? Of course it does. Where large groups of people live together, every one must yield something in the way of personal liberty for the comfort and convenience of the whole. That is what law means to us—yielding the personal point of view for the benefit of the whole.

I have time only to call your attention to the fact that the teachers of the country are going to be charged with the responsibility for doing this. I realize that whenever we have found something new to learn or some new difficulty has confronted us, we have said "Let the schools do it." As a result our school programs are overloaded. I realize that I am doing practically that same thing. It differs, however, in this respect, that it is legitimately the function of the school to bring the boy and the girl into intelligent touch with our governmental institutions through the teaching of History and Civics.

It remains, therefore, for the teachers in this country to bring up our boys and girls in the way they should go in patriotism. Let me call your attention to the statement of Norman Angel, who wrote in a review last October, "that in 25 years the German nation has been turned from a benevolent to a malevolent people by the work of a half dozen University professors." Now, I am not interested in the truth or falsity of that statement as to whether they were turned from a kindly intentioned people to an evil intentioned people. I am interested in the fact that the English nation should believe that a half dozen University men were able to make over a nation of people in less than a generation. I am interested in the fact that the world generally believes that these University professors have made over the German nation. Of course, they had their hands held up by the rank and file of the teaching profession; and that is what I mean when I say that the teachers of this country have this obligation to perform. Nothing is impossible for this large army of men and women. If we teachers make up our minds to accomplish this purpose of making our boys and girls healthy and at the same time loyal to the country, nothing can stop us. Is it not worth while to set our minds constantly toward the time when our boys and girls shall believe that there is nothing too good to give to this country; when we shall be able to take the sons and daughters of the foreigners who are with us and teach them to live for their country just as we teach our sons and daughters? I invite you to throw your heart and soul into this task.

The Secretary announced the program of meetings for the session, after which the President of the Association made the following address:

PRESIDENT HOLLOWAY'S ADDRESS ON "EDUCATIONAL PREPAREDNESS."

The greatest work that can engage the thought and invite the activity of man is the education of the young. Upon the solution of this problem, in its broadest sense, depends the future welfare of the individual, the

home, the community, the nation, the world. If man is to reach the highest state of personal happiness and usefulness, as well as to contribute his greatest possible service to mankind, he must be properly educated. If the home is to be a "paradise on earth," where husband and wife, parents and children, brothers and sisters, mutually help and strengthen one another, it will be because education, obtained somewhere and somehow, has laid the foundation. If the community is to be moral and religious; if there is to be a high sense of intellectual and social responsibility; if pure living, noble ideals, honest enterprise and the advancement of civilization are to be encouraged and fostered, there must be a sound and correct educational sentiment. If the evils and dangers of political "bossism" and corrupt civil government are to be eliminated; if we are to escape the destruction that has befallen other attempts at free government, if our republic is to stand, we must raise the standard of intelligence and morality through universal education. The school systems of this country are the only effective instruments for establishing good standards of citizenship, raising the general level of intelligence, and increasing the working and social efficiency of its citizens, thereby adding to its wealth, its property, and its safety.

Education in Maryland is entering upon a new epoch. We have recently experienced the joys and thrills of being surveyed, and we now have a new law which is claimed to be one of the most comprehensive statutes written upon the statute books of an American commonwealth.

The man who had the most to do with this investigation has said that the new law is an opportunity, and the making the most of this opportunity is a question of persons. True. If this new law is to prove a panacea for all the educational ills that perplex us, or allay the irritation of even a few of the sore spots that the pedagogical diagnosticians say they have found to afflict the body educational, it must be done by men and women who know, and who know that they know. If they do not know now, they must get busy and learn, or give way to those who have learned.

Confronted as we are with a new order of things, with larger opportunities and added responsibilities, it seems fitting at this time that some consideration be given to the question of preparedness for all the future seems to have in store.

To carry out this vitally important work which society has delegated to the public schools, all those connected with the school system, from the Governor of the State down to the humblest teacher in the ranks, and even the school janitor himself, must bend every energy towards adequately preparing himself for the duties that confront him. The traditional tools of learning, which have in them so much of race heritage, are no longer adequate to meet the pressing demands of today. We know that school activities must grow out of life as the child is living it, and eventuate in a training that has prepared the child to live his life more happily and more successfully. The teacher must have a sort of pedagogy which will enable her to make her pupils good, intelligent, and happy; able to utilize the heritage of the race to this end, and yet fit into life

now and here with a specific work in the direction of highest natural endowment.

It is hard to describe a successful teacher. We need not comfort ourselves with the statement that good teachers are born and not made, and excuse our shortcomings on the ground that nature failed to do her duty in endowing us with those qualities that make for success. For most people, successful work in the school room is a matter of theory exemplified in practice. Happily for the children, the day is past when this practice can be had at their expense.

The State is wise in requiring that teachers must hereafter possess some professional knowledge of their work before going into the school room. They must be introduced to that body of scientific knowledge concerning the teaching of children which has been collected, and which is adequate and easy of access and comprehension. Young and inexperienced teachers guided by this knowledge may proceed definitely and accurately. They must have the scientific spirit. "Seek the truth and the truth shall make you free." Teaching school calls for no small or obscure powers, and those will reveal themselves to him who is bent on discovery.

In our training of teachers, whether in normal school, county training class, or through supervision while in service, we cannot lose sight of the tremendous importance and obligation of fitting them for the best possible rural school work. A great majority of the people live in rural districts, and the welfare of the whole country is involved in the welfare of the agricultural people, who are the wealth producers of the country, and constitute such a large proportion of the whole population. The people of the rural districts, if they are to be prosperous and influential in the nation and among the peoples of the earth, must be educated. They are dependent upon the rural school for education. Hence the sacred duty that rests upon the normal schools, first of all, to prepare teachers especially for rural schools. It will not do to argue that education is education no matter who is getting it; that if girls are given a general training for teaching they can apply this to whatever school they may happen to get. It is not the kind of discipline that exists in the school, or the methods, devices, or practices employed by the teacher, nor even the subjects taught that is most important. The vital thing is the content of all the subjects taught. Instead of teaching subjects, the rural schools should teach pupils.

The rural school presents a problem which makes all other phases of elementary education sink into comparative insignificance. The course of study should not be an attenuated city school course, but should be made up of those subjects such as agriculture, principles of hygiene and sanitation, domestic economy, and some work in manual training, all bearing upon rural life. Rural needs are best met by closely relating these schools to the life of the people served by them, and by educating the children for country life instead of away from it. People do not flock to the cities altogether from economic conditions. A false educational

system does much towards it. Teachers of the rural schools should be required to master fundamental knowledge in the subjects that ought to be taught in the rural school, and in some way or other bring them into the course of daily instruction. The introduction of these subjects into the rural schools with any chance whatever of success waits upon the proper preparation of teachers for this work by the normal schools.

The way some people prepare for their work is like the way some institutions, aspiring for recognition as high schools, ask for the approval of the State Department. They want the approval and the State appropriation first on the promise that they will meet the requirements of the law afterwards. Like some politicians who hold that the essential thing is to get the office, and who see no force in the wise maxim, "Never aspire to anything the duties of which you do not feel fully competent to perform."

All those who are charged with the responsibility of administering the new educational law must set themselves firmly against giving any countenance to any such pernicious practice, having the tendency to lower the high standards raised by these laws. Merit alone must prevail all along the line. There will be those who will charge the estimable State Superintendent with laxity in administering the law regarding certificates. He is able to meet such criticism and grow stronger under it. The motives of the County Superintendent will many times be questioned in his recommendations of teachers and their assignments to their positions. He must be able always to show that his actions were dictated solely by regard of the children of the schools, and that no motives of political favoritism or personal friendship were able to swerve him from the straight line of duty.

Not only must the teacher's initial preparation be the best that the State can provide, but there must be continual growth in efficiency, in professional zeal, and in student-like habits. The normal and the college graduate are too often content to rest upon the laurels already won. No such teacher should receive a first class rating or be recommended for promotion until she has given some evidence of ability to grow professionally, through successful completion of at least one year's work in the Reading Circle, by attendance upon summer schools, or by conspicuous skill and leadership among the group in which she is working.

The public exacts character and equipment and devotion on the part of the teacher. And the public should remember that life's service can best be given when free from the worries of life. A teacher cannot live on faith alone, nor can ideals supply the necessities of life. If education demands that men and women of the world make a life-work of teaching, there must be more consideration given to proper remuneration for service, otherwise the best minds will not seek for such employment, and education will realize tremendous loss.

In the efforts that should be made to bring about a more genuine efficiency the County Superintendent must play a leading part. The position of County Superintendent is coming to be recognized as the most

important office in the scheme of American education. Three years ago the country's greatest educational convention, the Department of Superintendence of the N. E. A., held its session in Philadelphia. It was interesting to note that in the discussions of the numerous sections and departments of that body, the term County Superintendent, as such, was practically ignored. The City Superintendent was in his glory. The makers of the programs for that great meeting seemed not to have sensed the fact that the rural uplift movement is the great problem today pressing hardest for solution. The most important factor in that problem is the County Superintendent.

The community has a right to expect that its County Superintendent shall be everything that makes for the social, moral, and economic improvement of that community. Progress can come only through educating the people, and the County Superintendent is the one who must be the first to see the vision of the promised land. He must have those qualifications that the Apostle Paul prescribes for bishops. He must be blameless, vigilant, sober, of good behavior, apt to teach, not greedy of filthy lucre, not covetous, having a good report of them that are without. Unless he is noticeably proficient in these apostolic requirements, there will be no conspicuous benefit conferred upon the community through his administration of the public schools. The modern school system is dynamic to the core, and the Superintendent not fully alive to the necessity of carefully and continually revising and adding to his point of view is doomed to failure.

In general, the community has a right to expect that the Superintendent should have the qualities that make a successful business man in any line of life. He should be a man of affairs, a man among men, whose judgment will be as much sought after in his particular field as that of the lawyer or the physician in theirs. He should have special training for his work, and by his superior talents and qualities for leadership merit the full confidence of the people in a position that is growing in dignity, qualifications, and compensation.

We are confronted now by a world-enigma. The old world order changed with the setting sun on July 31, 1914. Although we are three thousand miles away from the scene of the present terrible conflict, every interest that makes for the wealth and prosperity and prestige of this country is profoundly affected by it. In this crisis of the race of man our country occupies a position of immeasurable vantage; but that means that we may either succeed gloriously or be guilty of a failure that would be the catastrophe of all the ages. In the solution of this great problem the public school is to play a leading and vital part.

It is for the school man to substitute the ideals of peace for the ideals of war; the Golden Rule for human selfishness; intelligence, self-control, and a broader humanity for the folly and idiocy and bestiality of war. Human forces must be directed toward the good of mankind. We are face to face with the problem of military preparedness. Whether we will it or not, those in authority will soon be calling on the public schools to

do their part in training future citizens to be future soldiers. If we do not want our boys to be trained for cannon meat, we must be prepared to offer something better. What this is to be will call for educational statesmanship of the very highest order. Europe is at war because her children have been trained to believe in war,—in its glory, its necessity, or its righteousness. What a man does is determined largely by what he really wants for himself, and when he wants peace, violently, intensely, and fiercely, peace will come and endure.

Paraphrasing the clarion call that Lord Nelson sent ringing out to every man in his fleet and which won for England the great victory at Trafalgar, I would say that Maryland expects every administrator, every supervisor and every teacher in its school system to do his duty. The M. S. T. A. has always stood for all that is best in education, and has led the way in many a fight for reform. We should now set our faces squarely to the front, and "forgetting those things that are behind," we should press forward to the prize that awaits a prayerful consecration to duty and a conscientious effort in its performance.

The meeting was then adjourned.

WEDNESDAY, JUNE 28, 8.00 P. M.

The program of the evening opened with a solo by Miss Grace Elliott, of Delmar, Wicomico County, followed by an encore.

President Holloway: A vital element in education is health—the teacher's health, the pupil's health, and the health of the community. We, in Maryland, are proud to believe that the leading physician of this country, in curative medicine and preventive medicine, is Dr. Howard A. Kelly, of Baltimore City. You are also doubtless familiar with his splendid work in social service. I have the pleasure to present to this audience Dr. Howard A. Kelly, of Baltimore, to discuss a topic chosen by him.

DR. HOWARD A. KELLY'S ADDRESS.

"An Undiscovered Asset."

With Europe in the throes of a fratricidal war, slaying millions of her sons, and with Mexico south of us for two generations shouting herself hoarse over "liberty, equality, and fraternity," and yet dying of moral gangrene, we need to pay close attention to our own corporate body to discover any signs of civic diseases likely in time to lay us, too, in the dust.

My lifelong habit of mind, fostered for forty-nine years of intimacy with diseases of the body, is to find out first of all what ails the patient and then to look for the remedy. In the State, of which we are all corporate members, we are all perforce doctors, too, for every one of us must hold it his bounden duty to serve in building up the State, and in destroying or holding in check those forces which tend to corrupt our civic life.

As a doctor, I propose to act as a senior consultant and to call you in this evening to examine the patient with me. I limit my horizon to Maryland and Baltimore, although I take cognizance of the fact that similar conditions exist in all the States of the Union.

1. I find first of all that the boss system of rule prevails in many parts of the State. A boss is a man who devotes his whole time and energies to securing and holding political power for no other purpose than to advance his own selfish interests, and to this end he continually exploits the people, and directly or indirectly the public treasury by a system of robberies called grafting.

2. I find that our successive Legislatures are largely made up of men utterly without any moral character:

(a) The Legislature is elected on the basis of planks, that is to say, a party profession of staunch adhesion to certain principles, coupled with the most solemn pledges to carry out certain needed legislative reforms. Our Legislatures then meet at our expense and deliberately waste weeks of the people's time, seeking with every possible subterfuge to avoid fulfilling the pledges. The disgraceful way in which the Legislature has to be whipped into obedience in the end is more dishonorable than a point-blank refusal at the outset.

(b) Then there is the iniquitous practice of trading votes, which is tantamount to selling votes, and is just as iniquitous as the damnable practice of buying votes to secure election.

(c) Bills are reported out of committees and rushed through the Legislature after a fashion that would disgrace and ruin any ordinary business establishment in the country in one year. Bills are actually passed and recorded as voted for unanimously when the voters have not the slightest notion of the contents of a bill which may affect the vital interests of every person in the State of Maryland.

(d) Lastly, the atmosphere of Annapolis during a legislative session is best described by the one word—truculent.

3. One of the saddest signs of the times is this: When important questions come up as to the advisability of passing certain laws, or when it becomes evident that certain laws are needed, the lawyers of our State rarely appear in the public press taking any warm, personal, aggressive interest in promoting righteousness.

4. Officials, forgetting that they are elected from among the people, to act as the servants of the people, assume a haughty, aristocratic demeanor, and act as though the office belonged to them.

5. The widespread immorality enmeshes even our children and is coupled with revolting practices.

6. The enormous drain on the resources of our people by the ungodly, law-despising liquor business, not to mention the increased crime, the court processes, the jail and the penitentiary accommodations needed, the hospitals and almshouses, and the loss of efficiency and the shortening of life, due to this deadly traffic. And worst of all, add to this awful

list all the unutterable miseries of the lives of the drunkard's family, lives saddened beyond description and utterly without hope.

7. The gambling habit thrust upon our people by the race tracks. John T. Stone laid before the legislative committee ten cases of defalcations due to our race tracks dealt with by his company alone in one year. One of the defaulters is now in the Federal prison at Atlanta.

8. The vast increase of wealth, unassociated with any high ideals or sense of responsibility and stewardship. We suffer here not only from the loss in public service, but even more from the evil influences of lives given over to the debauchery of pleasure seeking.

9. The wretched condition of those who labor. America produces enough food, fuel, clothing, and shelter for everybody, and yet United States official statistics report that with a minimum standard of living for a normal life in a large city like Baltimore fixed at \$650 per year, 75 per cent. of our wage earners are getting less than \$600 a year. The efficiency standard for a family calls for \$800 a year; yet 90 per cent. receive less than \$800. Of families earning between \$700 and \$800, 30 per cent. are underfed, 52 per cent. underclothed, 58 per cent. overcrowded. One of our most serious problems lies in the wretched unsanitary dwelling houses of the poor. These conditions force women and children out into the labor market to add their pittance to the family wage.

I have not time to probe these ulcers deeper, but I have surely said enough to show that we have grave problems to meet, and that if we do not meet them determinedly and wisely, they will grow more and more insistent, until they wreck us and leave us like Mexico.

So much for diagnosis, now for therapy,—“What is the cure?” everyone asks. I have two cheering things to say, and a warning to utter. First the warning—if we have an ingrained conviction that we are the finished product of the ages, such a superior order of beings that these evils must of necessity right themselves spontaneously, then let me nail over the door of such an one these significant words, “*Fool's Paradise*,” and pass on without further comment.

The first cheerful thought is this one oft recorded, and emphasized but recently by Abraham Flexner, in an article on “Next Steps in Dealing with Prostitution,” it lies mainly in the close interdependence of all evil. Prostitution, for example, is helped not only by attacking it directly as such, but also by all helpful efforts for social amelioration, whatever direction they take. Every well directed effort for community betterment is a blow at the tap root of all our civic ills. This is too large a subject to be illustrated in a short time, so let me pass on to our second cheerful thought—that WE HAVE IN OUR CHRISTIAN CHURCHES AN UNDISCOVERED ASSET OF INFINITE VALUE IN DEALING WITH OUR MORAL PROBLEMS.

So widespread, so universal, and so corrupting are these diseases affecting our city and State that it hardly seems possible to effect a cure without a remedy potent for good equally widely distributed. We clearly need a group of ideal patriots, made up of high-minded men and women rising from all ranks of society, and putting the welfare of others ahead

of personal interests, nay, professing even to hold matters of personal concern in less esteem than the good of others.

This devoted group of men and women ought to be officered by men of education, devoting their whole time to the civic welfare, and determined at any cost to purge out the deadly diseases which are corrupting the nation. The members of such a society ought to be distributed by the hundreds in small manageable groups everywhere in our city, in all of our towns and villages, and through the rural districts. Again, this salvage corps ought not to become an added tax upon our burdened revenues. All must agree that such a body as this, and yet nothing less than such a body, can accomplish the great work of stemming the flood of personal and corporate sins and political debauchery. If, with the wave of a wand, I could usher such a group of men and women into existence, with upwards of 500,000 members, what new hopes would at once inspire us!

I submit my case to your judgment. We have just this organization in the Christian Churches of our land, a big, universal, ideally distributed, well organized, and well manned body, professing the highest ideals of service and self-sacrifice, looking for rewards in the life to come, rather than in this life, and professing to be guided by our Lord Jesus Christ as the rightful ruler over the affairs of men.

Through what act of folly is it that we have never yet thought to use this powerful asset to purify our State? Why, for example, do our Mayor and John Walter Smith consult Sonny Mahon or Frank Kelly of Baltimore when they want power, instead of going to the Church of God, whose Master gave its members a commission saying, "All power is given unto me in Heaven and in earth, go ye therefore———" The reason is not far to seek. The Church has been divided and asleep and has forgotten and abandoned her commission. But some one will ask, Does she really make such a profession of sacrifice and disinterested service? In reply I appeal to the familiar songs she sings every week to prove her high calling to this work and her martial professions. If the Christian Churches were suddenly buried under ashes, like Pompeii in the year 79 A. D., and were then dug up by archeologists some centuries later, the children of the newer generations would tremble for very fear as they read our martial hymns and pictured in their imaginations the fearsome characters of the doughty warriors who once sung them.

Let me recall a few as samples—"Onward, Christian Soldiers, Marching as to War," "We March, We March to Victory," "Faith of Our Fathers Living Still," "How Sweet Would Be Their Children's Faith, If We Like Them Could Die for Thee," "The Son of God Goes Forth to War," "Christian, Dost Thou See Them?", "Christian, Up and Smite Them," "Soldiers of the Cross, Arise and Put Your Armor On," "Fight the Good Fight of Faith," "Lead On, O King Eternal, the Day of March Has Come," "A Mighty Fortress is Our God," etc., etc.

Mr. German of Cockeysville suggests it would be better to use more often the soldier hymn which asks the question, "Am I a Soldier of the Cross?" I submit it here and now to your judgment, if we cannot arouse this body of excellent people, making such high professions, we certainly

cannot hope to unite the saloon keepers and their hangers on, the race track touts and the prostitutes, the case is hopeless, the disease is mortal, and the patient incurable.

I myself believe and am sure the Christian Church can be roused to serve, and to this end I am devoting all my spare time touring the State, with my able fellow worker, W. W. Davis, everywhere opposing our civic ills and corrupt politics, speaking plainly about all forms of lawlessness and evil ways, and calling for united Christian service.

I insist also that our State is organically one, and that the evils of one part affect all parts, that our City, the largest aggregation of human units, is at the same time morally and politically the most corrupt part of the State, and that regeneration in the city must come largely from the lesser units, the counties. I also believe that the county papers are, as a rule, purer and less eager about their dividends, and can be depended upon to render better service in this great battle than our great city dailies. I am constantly surprised and delighted at their independent exhibition of a higher moral sense.

This is the 602nd meeting Dr. Davis and I together or separately have held all over the State, in every county and in every county seat since October 25, 1914. Owing to engrossing professional duties and surgical work, my own labors are confined mostly to the Lord's Day. I have come here today to ask your cooperation in the great cause of purifying our State of its ills. I have no mandates for any one, no society for you to join, no contribution to ask; but I do insist that there lies before each of you a path marked out for each to walk in; that every man's path is a different one; and that true happiness and development of character is never found outside of this path of self-sacrifice and service. Furthermore, and finally, the first clue to this path is found nowhere else than in the study of God's Word, and on the knees in prayer, asking for guidance. Will you go with me in this splendid course of duty-made pleasure, even to the end of life, and even if needs be to the joyful laying down of life itself in the service?

President Holloway: For a number of years there has been a pleasant reciprocal relation between the State Teachers' Association of Maryland and the State Teachers' Association of Virginia, and the Virginia delegate to this Association is Dr. W. C. Blakey, of Richmond, Virginia.

DR. W. C. BLAKEY'S ADDRESS.

Mr. President, Ladies and Gentlemen of the Maryland Teachers' Association:

Some people deserve honor, others have it thrust upon them. On this occasion, I am fortunate to be able to fall in the latter class. According to custom, our retiring President should represent the Virginia Teachers' Association at this meeting, but unfortunately for you and for him, it was necessary to name a substitute. I am very certain that if the members of my Association had known at the last election of officers that

the Secretaryship carried with it this year the honor of Fraternal Delegate to the State of Maryland my election would have been very warmly contested, and I have my doubts if I would have had the pleasure of enjoying your annual convention, and of expressing to you the best wishes of the 8,000 teachers composing the Virginia Association. I wish to assure you that the teachers of Virginia, linked to you with the joys and pains of the same daily encounters, extend their best wishes to you in the performance of your duties, in the improvement of our profession, and in the contributions which you are making to the growth of education and the advancement of the future generations.

This is a particularly felicitous time of year to hold such an important convention. It is the psychological time for teachers to consider momentous questions concerning themselves and the cause of education. During the past month all of you have listened while the silver-tongued orator at your commencement exercises built halos around your heads, raised the work that you are doing on the highest of pedestals, and bestowed upon you, in the flowery words of the poets, remarks so gracious that you felt anew the importance of the position you occupy. Imbued with this feeling, the things which you strive to accomplish should have no bounds. You may have "ceased firing," and made ready to stack arms for the brief vacation months, but how fortunate it is that through your State Association you are beginning now, only a few days after relegating Cæsar, Catullus, and Vergil to the dark corners of the library, to mobilize your forces for the next session's work; how important it is that you adopt the idea of immediate preparedness in order that you shall approximate that standard of work which is measured with the yardstick of efficiency. Of the many practical truths that have been borne out by the present great war, none seems more worthy of adoption than that preparedness through mobilization is the antecedent of efficiency. For this reason I have chosen as my subject, "The Organized Teaching Force."

The first thought that comes to mind is, that if there is value in organization, teachers should be greatly blest. For it is very true that teachers have more organizations than any other body of workers. To the number and variety of teachers' associations in the United States there is no end. We find teachers organized according to locality, into county and city associations, and in the cities, organizations definitely restricted to certain classes of teachers. Passing from the smaller communities we find sectional and State associations with numerous departments. Nationally, we have not only the National Education Association, which includes all these classes, but a national association of teachers of music, physical education, vocational education, elementary grades, etc., and a continuing list comprising the secondary schools, colleges, and universities which astounds by its multiplicity. It has in fact baffled the most rabid statistician, for we are quite unable to secure a list of these professional bodies. To the individual who is a member of two or more of these groups, it at first seems that organization has reached its pinnacle and is accomplishing the utmost for the individual member.

It is necessary for us, however, not only to consider number but completeness and results accomplished as well. Time does not permit me to dwell upon the many laudable points, except to state that the accomplishments of our organizations are greater than one fully imagines. They have done much for us; we must help them to do more. In all frankness and sincerity, has our usefulness increased with the size and number of organizations? Is the organized teaching force of Maryland relatively stronger than it was fifty years ago? Has the strength of the teachers of any State grown year by year since the establishment of its State association? Are teachers' associations exerting upon our people and our profession the influence which might reasonably be expected? It behooves us to look ourselves squarely in the mirror of truth, regardless of what the reflection may be, and ask, are teachers efficiently organized?

In answering this question it is necessary for us to consider, first, to what extent organization reaches all the members of the teaching body. Statistics compiled from the reports of various States show that throughout the country State associations enroll from 15 per cent. to 85 per cent. of the teaching force as members, the average for the entire country being a little in excess of 50 per cent. membership. Although it is impossible to know the exact figures for organizations other than State associations, it can be safely stated that an average of not more than 50 per cent. of the eligible teachers are enrolled. With but half the teachers united we would scarcely venture to say that the profession is an efficient unit.

Regarding the method of work and results accomplished I wish to call attention to only one feature, that of co-operation between different organized forces. A close observation will show the various bodies traveling along many parallel lines without a central starting point from which the activities of all can be directed or a final point to which all converge for the accomplishment of some desired end. Too many organizations whose purposes are identical fail to link their forces together. I know of a case in my own State where both the Superintendents' and Principals' associations were working for the passage of the tax bill. After the defeat of the bill, a comparison of notes was made which showed that the two bodies worked separately, had so duplicated the work of each other, and thus failed to cover the entire field, that they were necessarily doomed to defeat. It is very probably true in your own State that a group of teachers in Baltimore and a group in another section of the State are both working for the same object, but are failing to make use of the value of co-operation. It reminds me of a friend of mine who having reached the age when the title of bachelor is usually conferred decided that he had made a mistake, and with the consent of the other party would enter the school of matrimony. The other party in the case was a lady of a questionable number of summers and winters, and noted throughout the county for being "sot in her ways." Years of living alone had given my friend the same mental kink. Shortly after they had settled in their cottage, my friend had occasion to make use of a long rope, which had been left hanging over the roof. The rope

hung down on each side of the cottage so that it might be grasped by persons standing on tip-toe. It happened that at the time my friend decided to remove the rope, his wife was seized with the same idea, and accordingly each was pulling as hard as one could on opposite sides of the house. Naturally, no progress was effected until the groom went around the house to investigate and being quick to point a moral said, "Mary Ann, let's both pull on the same side hereafter." They did, and it taught them a lesson. This same is true of our organizations. The influence of all should be cast in the same direction, and our organization will not be complete until we do all pull on the same side.

From the standpoint of awakening enthusiasm, has the present plan of organization met the requirements of its members? I am sorry to say in Virginia we find varying degrees of interest and enthusiasm and membership in the professional body is conspicuous by its absence. There seems to be a trend of unrest and dissatisfaction, and as Secretary I am often called upon to answer the question, What do I get in return for my annual dues? This feeling is also evident in the wave that is sweeping over the country regarding Teachers' Unions and the affiliation with the Federation of Labor. The only reason for such an affiliation can be that there exists a desire for something that the present plan does not give. I do not for one moment disparage unions. They have their proper place in society. However, I am not willing to admit that teachers cannot organize as a separate body and that they must rest their burdens upon the shoulders of others in order to secure results. The more than 700,000 teachers in this country could and should stand alone as one professional body similar to that of other professions, and not ask to be carried by any other group of workers. It is the duty of the teachers to give to the teachers the kind of organization that will satisfy, thereby eliminating all possible desire for a close affiliation with any other profession or calling which must bring disadvantages that might outweigh the advantages gained.

Reflection shows that a large part of the profession is outside the bounds of organization, that there is lack of co-operation and central control; that dissatisfaction exists. We conclude then that teachers are not efficiently organized.

Shall we accept this as discouraging and take the attitude of the pessimist regarding conditions? Not in the least. We should congratulate ourselves upon the progress that has been made, study the causes which make conditions as they are now, and apply the remedy. The educational survey that has recently been completed in your State criticized but did not tend to discourage. This survey, pointing out the remedies needed, will cause many advantageous changes. Your recent educational legislation will not only advance the cause of education in Maryland but will serve as a model for many of the Southern States, and you may well feel proud as the various States cite Maryland's example in education as an ideal to be followed. Teachers' organizations throughout the country must turn the searchlight upon themselves and discover what is needed.

The necessary changes are not so drastic as some are inclined to think. We have as a nucleus the State Association, and around the present association every State can build that efficient organization of teachers which will improve the condition of teachers, schools, and education in general more than any other possible influence. Every State will have peculiar differences that must be determined for themselves, but speaking generally, to be an efficient organization the following conditions must be complied with, and the State Association must fulfill the following conditions:

First, the State Association must be the central body of every teachers' organization in the State. It must be the parent body from which all organizations spring, it must have linked to itself branch organizations in every section of the State. The county and city organizations must bear the same relation to the State Association that the county and city governments bear to the State government. Organizations of different classes of teachers in the larger communities and cities must be a part of the unit for that community. This can be done without curtailing the influence of any body of teachers, yet adding to the efficiency of all. The city of Richmond is organized by this plan, having one body, the Richmond Association, a unit of the State Association, and then being sub-divided into various branches, such as kindergarten, elementary, Junior High, High, Principals' and Supervisors' departments.

Second, the State Association must be an independent, free, and distinct organization, standing upon its resources, and shouldering its own responsibilities. In too many cases we find the association leaning too heavily upon the Department of Public Instruction and the County Superintendents, and thereby losing its individuality as a teachers' organization. It must be an organization of individuals, guaranteeing the democratic principles of self-government, with freedom of speech and action to all alike, whether it be superintendent, principal or teacher.

Again, the organization must be of such a nature as to include every member of the teaching profession. It must be so constructed as to develop that consciousness in the teacher which would make one feel to be outside its ranks was a sign of incompetency. The time must come when affiliation with the professional body will be as essential as the securing of a license to enter this field of work.

A State Association built along these principles will only have to all the idea of efficient business management, and value received will be the pass word for every member. Not that the present officers have been lacking in zeal and interest, for your officers may well stand out as fine examples of loyalty and devotion. We cannot expect men and women whose interests are so divided between the many duties of the school room and the vital problems of the organization to find time for serious and constant study which so large a movement requires. We must follow the example set by California, Illinois, and Missouri in having some one who has as the object and purpose in life that of planning our campaigns, fighting for our rights and special interests, awakening us to class consciousness and arousing us to our duties and responsibilities. The

management must be so handled that we know of class interests, that the general public be brought to a clearer conception of our rights as members of society, and that through united, concerted action we obtain reasonable privileges for both our pupils and ourselves.

The value of this efficiently organized teaching force has no bounds. Its force will be felt in the remotest districts. Its influence will react upon the twenty million boys and girls who come into our public schools to have their minds and hearts touched with greater light, greater knowledge, and higher ideals of American citizenship and fellowship. Its accomplishments in the nature of equitable contracts, tenure of office, minimum salary scale, pension fund and other reasonable demands of teachers will be of value to every teacher. Its results will mean better teachers, better schools, and better education for the children. It will be the remedy for many existing conditions.

I wish to call your attention to only two of the values that will result from efficient organization, and these two alone should make every teacher in every State strive for that which makes them possible.

Teachers are so accustomed to hearing their calling referred to as "the teaching profession" that the question of its proper status is often overlooked by its members. The "toilers" take for granted that the calling possesses the characteristics of a profession, somewhat unmindful of the fact that they are not so regarded by the people outside of the ranks. In spite of much high-flown oratory regarding the sanctity of the cause and the dignity of the work, public attitude towards us is still characterized by some condescension. The profession is the greatest—greatest as to size and as to the importance of its service to society—and the general public will agree, in the abstract, with this high estimate of the importance of this calling. But in spite of the high value placed upon education, the individual teacher, or group of teachers working in a community, is not considered to be equal with the members of the other professions. There may be a grain of truth in the rhyme:

Three trades are game for every critic fool—
Religion, politics, and teaching school.
All others are by calm behest
Explained by those who understand them best.
But every worldly, theoretic leech
Can tell you how to vote and preach and teach.

However doubtful this statement may be, it is unquestionably true that teaching has not yet reached its majority as a profession. It fails to bear the characteristics of a profession because every profession is based on a knowledge of facts and principles that is the possession of all of its members. Measured by the knowledge standard alone, a large majority of teachers fall far short of professional standing. For in this country there are more than a half million of teachers ranging in all grades of ability from the mere boy and girl without any professional training to the educational expert. The United States Department of Education



S. S. HANDY

makes the statement that one in five of the approximately one hundred thousand who enter this work each year has as much training as is given by a one-year course in a high school normal training class. That is, four out of every five beginners have had no special preparation for their work, and more discouraging, a large percentage of these recruits have had very little general education. To merit and receive the proper recognition, it is necessary that the standard of preparation be materially raised.

It is difficult to indicate how far those employed in teaching have developed professional consciousness—another standard of a profession. It is hard to believe that those teachers who have had but a meager general education, and who know little of the purposes and problems and methods of education, can have any real appreciation of the function of a teacher or of the relationship of the individual teacher to the general body of teachers, a part of which they are permitted to become. A further evidence of the lack of professional consciousness is shown in the fact that teachers possess no generally accepted code of ethics. This is one of the conspicuous shortcomings when compared with the other professions, as in other professions the code of ethics is known not only to the members themselves, but to the general public as well. The lack of interest in organization and the failure to establish some code of ethics must indicate that we are not yet fully developed. The outlook for the future rests on the fact that teaching is a profession in its infancy, that it is a profession of possibility, and that with efficient organization it can rapidly approach its ideals. Organization cannot only place us at the proper level in the field of professions but secure for us the just recognition which our work deserves.

The second value of organization to which I wish to call your attention is that through organization and only through organization can the influence of the teachers act upon the political situation of a State in order to secure the proper legislation for schools. The public schools, receiving millions of dollars each year from the State Treasury, are an integral part of the State government. The State Legislature holds in its hands the destiny of the school system of every State. The need of new educational laws and greater financial support in order to meet the progress in education is an open question at every session of the legislative body. Who will direct the activities of that body along educational lines? Will we leave it to the other professions? Can the individual teachers or groups of teachers, working separately, accomplish results? No, it can only be done through organization. A well-mapped out campaign directed from some central office, with a body of teachers working for it in every locality, cannot fail to have results. The Legislature would hear the voice of five thousand organized teachers, and obsolete statutes would soon disappear and school legislation, aiding and abetting the course of public education, would take its place. The organized teacher must enter the political stage, not for partisan alliances, not for political influence, not to take the schools into politics, but to drill into the consciousness of the American people that government stands for service, and

especially service to the men and women of tomorrow. The adult of today must be taught the new conception of education, the new need of education, and educational legislation must be a prominent part of the platform of every candidate for public office. There is no better way to accomplish this than through the united efforts of the teaching force.

Without mentioning many other things, organization, then, means a higher plane for the teaching profession and a greater growth for the school system. My appeal to all teachers is that they get together, move slowly and sanely, and use as the controlling force the united efforts of all. The struggle will be long and arduous, labor will seem to have been spent in vain, disappointments will tax to the utmost, but our progress will be steady and safe, and in the end we shall give to the world the brightest product of all time, the supremely efficient public school.

This was followed by a solo and encore by Miss Elizabeth Schaefer.

President Holloway: The Constitution provides that on the second day of the meeting of the State Teachers' Association, certain Committees shall be appointed by the President. I will ask the Secretary to read the list of these Committees, and at the same time he will make certain announcements.

The Secretary read the following list of Committees:

COMMITTEE ON LEGISLATION FOR 1917.

Superintendent Nicholas Orem.....	Easton
Principal Charles H. Kolb.....	Westminster
Commissioner Lewis W. Gunby.....	Salisbury
Mrs. Laura P. Todd.....	Roland Park
Miss Elsie Hichew.....	State Normal School, Towson

COMMITTEE OF THREE ON EDUCATIONAL PROGRESS FOR 1917.

Miss Margaret B. Pfeiffer.....	Ellicott City
Principal Samuel M. North.....	Reisterstown
Superintendent B. J. Grimes.....	Centreville

COMMITTEE OF THREE ON AUDITING FOR 1916.

Superintendent E. S. Burroughs.....	Upper Marlboro
Principal Townley Wolfe.....	Baltimore County
Principal J. Frank McBee.....	Salisbury

COMMITTEE OF THREE ON RESOLUTIONS FOR 1917.

Superintendent James B. Noble.....	Cambridge
Principal Arthur C. Humphreys.....	Snow Hill
Dr. William Burdick, Director of Public Athletic League.....	Baltimore

COMMITTEE OF THREE ON READING CIRCLE FOR THREE YEARS.

John E. Edwards.....Port Deposit
Miss Mary H. Taylor.....State Normal School, Towson
Principal David E. Weglein.....Western High School, Baltimore

President: The school is fortunate which has in co-operation with its activities an organized patrons' or parents' club or society or organization which will co-operate with that school for its betterment. The Women's Clubs of Maryland are conducting a campaign to form such clubs in all the counties of the State. The lady best qualified to present the object of this movement is Mrs. Buchner, of Baltimore City, and I want to give Mrs. Buchner at this time an opportunity to explain this movement to the members of the Association.

Mrs. Buchner: I have asked the opportunity of a few minutes to-night, because this is the very best opportunity that I could get, I thought, to speak to the people that I want most to speak to about this work of the State Federation.

The State Federation of Women's Clubs has always been interested in securing better school facilities for the children of the State, and it has been particularly interested in securing compulsory school attendance legislation. And now that that is on the statute books, as well as the standards of school buildings and the proper certification of teachers, it leaves that organization free to devote its spare time to constructive effort along other lines, and incidentally I would say that we would very much rather work along other lines than that of legislation.

The State Federation, which is composed of 10,500 active, interested, forward-looking, progressive women, has an Education Committee which is composed of women from the counties almost exclusively. There are only three Baltimore City women in it. I am chairman of that Committee, and there are two others from Baltimore City, and the rest are made up from the counties, one woman from each county of the State. At least, that is the ideal situation. There are two counties at present which have no representation.

In organizing this Committee, we have come across several things: first, there are no women's clubs in five counties, which exempt themselves from compulsory school attendance. Whether there is any connection between these two facts, I do not know. Also in these counties, the people seem to have some prejudice against answering letters.

We propose to work along this line for the present and hereafter as long as it shall be necessary to organize school improvement associations in connection with all the schools of the State. Just as rapidly and as universally as it may be done, we will work through the medium of the club, where there are clubs, and where we have not a club, we have auxiliary members of the Committee. This will only succeed where you all co-operate. The idea is to make the local school the center of

interest for the community. To have the meetings held in the school house in the first place. This may familiarize the community with the school house, and it may be educative to the children to serve on the Committees which we suggest, such as the House Committee, the Yard Committee, and all the others which will go to make that school a pleasant place, and one in which the community will have some interest.

Of course, we are working now in close co-operation with the school officials, with the county superintendents, and it is those in power that I want to reach here. A good many of them know what we are trying to do, and are in sympathy with it. The State Federation has no idea at all of running the schools, of having anything to do with the official business which belongs to you. You have the power and the responsibility, and you will be held responsible for the result, and we are not going to hamper or hinder you in any possible way. We offer this as our way of helping you, and we ask when the members of the Committee come to you, to consult with you about the best way to proceed, and about organizing associations, and tell you they are going to organize at such time and place, we want you or some one in your office to go with them, for the reason that you thus give the official stamp of your approval to it. You remove from the people any lingering doubts that they do not need the women's club movement, and if they co-operate with it, they may get in it wrong with you. We want your sanction and help; and we want you to definitely understand that we are not asking you to co-operate with us, we are asking you to let us help you. It is the contribution which the women of the State wish to make in this new scheme of things. It is *the* thing which we are offering to do, which we think will be immensely valuable in upholding our splendid new law and in helping to make the new system a success.

We believe that by stimulating pride and interest in the public schools throughout the State, we are doing more than we can do in any other way in defending this law against any attack. Public opinion is a thing which we want to stimulate, and it will be stimulated when you get the people interested in the school, and the parents and the children will defend it. We want better conditions and you want better conditions. Ours is the task of bringing about better conditions, and we ask you to let us help you. Will you let us do it?

This was followed by a solo and encore by Miss Elizabeth Schaefer of Annapolis.

President: Friends, I was exceedingly anxious to present to this Association this evening the man who had the most to do with the survey through which we have passed recently, resulting in this wonderful new education law which Maryland now enjoys. Dr. Flexner promised me a number of times he would be here, and I know he fully intended to come. He telegraphed me on Monday that a call to Chicago made it impossible for him to attend the Ocean City meeting, but that Prof. Strayer was going to take his place on the program. The only thing that comforted me in my disappointment was the knowledge that Dr. Strayer would take Dr. Flexner's place. If there is any one educator in the

United States who knows as much about this work as the man who did the work himself, it is George B. Strayer, of Teachers' College, and I have the very great honor of presenting to this audience Dr. Strayer.

DR. STRAYER'S ADDRESS.

Mr. President, Ladies and Gentlemen:

I am very fond of telling a certain experience I had, more than a thousand miles from here, some two or three years ago. I was visiting in a certain school and was being taken around by the superintendent. We happened to enter a class in which the teacher was at work on home geography. She had a most peculiar method of recitation. She said "one" and a little boy jumped out of his seat, just as though he had been shot out of a gun, and he said something about the size and importance of his city; she said "two" and up popped a little girl, and she said something about the industries of the city, and so it went on until as I remember it was thirteen, there was a little bit of a boy jumped up, and in a slow and deep voice he said, "Our schools are under the charge of the ablest men of our city, they are perfect in organization and satisfactory in results." Being of an inquiring trend of mind, I said to that superintendent, "How does it happen when the teacher says 'thirteen' this little boy gets up and makes this statement?" and he said, "It is in the course of study." And being still of an inquiring trend of mind, I said, "Who wrote the course of study?" and he said, "I did."

It was only a week or two after that that I picked up the Ladies' Home Journal, read by all the men of the United States, and there I saw in great, bold black headlines, "Our schools are stupid in organization and absolutely unsatisfactory in results," and I am quoting both from the course of study and the Ladies' Home Journal, without one word of change. Some place, doubtless, between that belief which was characteristic of the superintendent, who thought well of himself and of his Board of Education, and that statement made by a muck-raking magazine writer would be found the truth in respect to public education in the United States.

I want you, for these twelve minutes which I have, to think, if you will, with me on the problem which we face in the United States today, because this is the day when everybody is thinking. It takes a world catastrophe to set the world to thinking, just as it often takes the trial that comes into one's individual life to make him stop and take account of stock. I confidently believe that there are more men and women in the world today thinking in terms of social needs and social betterment than ever before. We need to consider whether or not we are, in this country today, through public education, developing the sort of men and women who are to mean for us a better democracy, a nation which shall endure because of its strength, because of its worth to the world. The devotion of those men in the trenches in Europe, the devotion of one group to a

Kaiser and to the rule of a few, men who have been so trained and so educated that they think in terms of loyalty that is unswerving, a loyalty that will carry them forward to death—there is something fine. Whether you can accept their system of government or not, you would have prevail their type of control. And then I like to think of the men in the trenches on the other side—men who have been brought up from early youth to think in terms of the rights of the individual, to think in terms of freedom and liberty and equality, men who have possibly most of all in the history of the world thought of government as constituted by the activity of each member of the group. I like to think, I say, of these liberty-loving individualists, if you please, who have, in devotion to their ideals and devotion to what seems to them to be most worth while in the world, gone out to lay down their lives that that principle and type of government control shall persist; and then I stop and ask, what of our country and what of our ideals? What of the school system, which must help to establish what may be called American ideals? And I wonder whether we must pass through a similar trial, whether we must suffer the same terrible punishment, and pay the same awful cost in order that we may develop and hold fast the ideals which our forefathers stood for.

I was on the train the other day traveling between New York and Chicago. I went with the other men in that train to the part of the train where most men get together, and I listened to the conversation which was going back and forth across the car, and up and down the sides, and I tell you, as truly as I have ever represented any conversation I have heard over a period of twenty-four hours, that there was not a man there who seemed to express an ideal that could be represented by anything other than the possibility of individual success and individual achievement. They were glad as they had never been before that money could be made. They were glad, yes, they even said that they were glad that this great and awful war had meant prosperity for us; and I wondered whether they were representatives of our present attitude, individually or collectively. I wondered whether there was not some need to call in question that statement which is always used to describe this country and the possibility it offers to men from all parts of the world. We say America is another word for "opportunity," and when we say it do we mean it as these men did? Do we mean here is the opportunity for individual success, here is the opportunity for individual achievement, here is the chance to grow rich and the chance to get power; and do we not often forget that America may be and ought to be thought of as the land of obligation and the land of duty? Is it not possible for us to teach the boys and girls,—we who have control of the curriculum, we who have control of most of the time of boys and girls during the period when they are forming their purposes and ideals,—something that will contribute to the development of a new set of ideals?

By tradition, of course, Americans are individualists. It could not be otherwise. In the first place, wherever we may have come from, as a matter of physical inheritance, whether our great-grandfather was a

Frenchman or German or Hungarian or Pole or Swede, socially our inheritance is predominantly English. Socially, we have an inheritance in common, essentially individualistic, which is best represented by the Englishman. Added to that tradition and to that inheritance has been the fact that in this country of ours it was, after all, the man of great individual resourcefulness who succeeded. We are only a generation or two removed from the men and women who went out to clear the wilderness, and in that life which they led, everything depended upon the man's being self-efficient. He asked that most of all his government protect him from the savages originally, and later from those who would prey upon him or his property. Think how things have changed, and ask yourself, have our ideals kept up with our commercial and industrial progress? There was a time when the man, as he went out to fight and to conquer the wilderness, was self-efficient. He owned his farm, provided all food that was necessary for his family, made the cloth for the clothes which the family wore, and in the spring or the well he dug was found his water supply, the candles which he made supplied his light, and the road which he traveled on was the trail which possibly he broke through the wilderness. Think how things have changed! There was a time when it was all right for a man to say, "You could travel with him or not as you pleased; you could get into his cart and go his direction if you were willing to pay his price." Today we say to the railroads, "You must run you trains on a certain schedule, you must charge only so much per mile, you must furnish a certain kind of accommodations." With these changed conditions we cannot rest satisfied with the type of social organization we had a generation or two ago, where men acted as individuals. The older body of law and of tradition must be adapted and modified to fit our changed conditions.

There was a time when a man seemed to think he had the right to exploit his children, in order that he might profit by their labor; and they might work long hours in his household and on his farm; but today the State steps in and says, "You may work and have people work for you only so many hours in a day." We do not any longer allow a man to do as he would with his children. Maryland, finally, has a compulsory education law. And so through the whole gamut of all the activities and all the conveniences with which we are seeking to surround ourselves. They are not individual. They are not something we can get for ourselves out of relation with other people. And yet I ask, are we seriously attacking the problem of training the citizens of this new type of society, training them with reference to their obligations to each other, training them with reference to the duty which they have to perform?

I grow impatient with people talking to me about school duties, because school duties are apt to be so meaningless, so artificial. Most schools are like a sort of government, in which the Czar gives his orders and the subject carries them out; and that sort of a situation is no place in which to hope to perfect democratic citizenship. No, whatever may be the necessity of organizing children in groups and having them work under certain restrictions, there is a kind of possibility of education

altogether outside of and beyond the exigencies of class organization and class teaching, which must be brought into our schools if we are to develop the kind of men and women who are to contribute to the development of a better democracy. I have reference to a kind of activity in school which means that boys and girls are being given significant training, not by virtue of the fact that we are trying to teach them precepts, or trying to fill their heads with ideas of government; but because they are members of this group working together in a democratic society for the common good.

I want to see boys and girls in school developing the right sort of ideals, by virtue of the fact that they are indulging in the right sort of social practices. When I find a boy who will work for his school, for his neighborhood, for his community, who has enough enthusiasm to put himself to work for the accomplishment of good for somebody else, there is being developed in that school the type of boy and girl that we need in society today. I saw a boy not long ago in the hallway of a school one-half hour before the regular session began, sitting alongside on the table with another boy, and when I asked him what he was doing he said, "I came a half hour early to teach Johnny his multiplication tables." I would rather see him doing that than to know he could repeat every word of the Constitution of the United States. There is something significant about his being willing to make the sacrifice of a half hour to do something for somebody else. I would rather see the boy or girl who has sufficient community interest to call the attention of other children and adults to the necessity of keeping the streets clean. I would rather see that than to know that he was able to repeat all the dates of history and the names of the generals on each side of the battles. I would rather the boy or the girl, in whom I am interested, was getting some real practice in social service than that they should know all the facts with respect to social needs and social betterment. Boys and girls at work for the common good. That seems to me to mean men and women who will have not only words in which to express an ideal, but the power and the habit of service.

I want to say just a word about the new Education Law in Maryland. I want to congratulate the superintendents and teachers, and legislators, and the rest, who made possible this reorganization of the State Law for Education in Maryland; and then for fear somebody might think that that was all there was to it, I want in this professional group to call attention to the fact that the law amounts to nothing unless every one of you stand solidly back of it, and stand for the realization of the ideal which is expressed in that law. It is a relatively easy thing to write laws on the statute books; it is a relatively difficult thing for any of us to do our duty, to meet our obligation as citizens of any community in making good these laws. Has it ever occurred to you that if those of us who teach are ever going to do anything that counts in terms of developing social ideals upon the part of boys and girls; if we are ever going to do anything that is worth—I had almost said a picayune—in

terms of developing the ideals of duty and obligation upon the part of our pupils, it will be not because we say these words, not because we make interesting plans to carry out that kind of ideal in our practices; but it will be essentially because our lives are committed to the public good. It will be because we are able to put back of us personal ambitions. The desire to serve our fellows may be realized by us. We work together for the development of a better type of education for the children of our communities.

Yes, the new Education Law in Maryland presents a wonderful opportunity, and that opportunity will mean achievement just in proportion as the teachers of Maryland support the State Superintendent, support the State Board; demand of those in authority even that it be lived up to. America is another word for opportunity. Yes, and let us hope that always in this country of ours boys and girls may have the chance to do the very best that they can. Let us hope that in this great system of public education, in which we so much believe, that there may be struck ever and ever again the note of duty, the note of obligation, and the practice of service and of working together for the common good.

It has been said that the safeguards of our democracy are public education and discussion. I think sometimes as we look around over the world today that we may say, if we are ready to do our duty and accept our obligation, that public education in the United States may mean the hope of our humanity.

After a solo and encore by Miss Grace Elliott, the meeting adjourned until Thursday, 8.00 P. M.

THURSDAY, JUNE 29, 8.00 P. M.

The third general session of the Maryland State Teachers' Association was called to order by the President on Thursday, June 29, at 8.00 P. M.

The meeting opened with a solo and encore by Miss Elizabeth Schaefer.

President: Friends, no higher thought engages the activity of our people than the training of its youth for citizenship, for nobility of manhood and womanhood, and the only effective agency in that training for citizenship, I believe, is the public school.

There is with us tonight the leading citizen in our great commonwealth. The teachers of Maryland are most proud that a schoolmaster occupies the Governor's chair, and we feel highly flattered that this schoolmaster Governor of ours found the time to come down here to give us greeting. My friends, the Governor of Maryland.

GOVERNOR HARRINGTON'S ADDRESS.

Mr. Chairman, Ladies and Gentlemen:

I exceedingly regret that I have until now been unable to avail myself of your kind invitation to attend these exercises and to see, hear and

witness the different parts of the program, which I am informed has been so well mapped out and rendered. The fact that I have not been here is no indication of any lack of sympathy with your work, or failure to recognize the good work which is being done in Maryland by your Association. While you have been here better preparing and fortifying yourselves for the great work to which by your profession you have so nobly devoted yourselves, I have been engaged in important, though less pleasant work, work as you know of a far different character.

We are living in so stirring and so strenuous times that important events so crowd themselves, one upon the heels of the other, that we hardly have time to realize that while we speak or act the map of the world is being changed, and the history of mankind needs rewriting to bring it within the reality of the present hour. Truly may it be said that one day hardly knows what another day may bring forth, for search the pages of all history, Ancient, Mediæval and Modern, aye, read all the words of fiction wherever found even, and you will find no period comparable to the age and time in which we now live, move and have our being. And yet in faith we must go on to fulfill our destiny.

The short time that I shall occupy your attention tonight I shall devote to a short review of the development of the public schools in Maryland, to a few words upon the present school law of the State, and then in a general way to the teacher's calling.

From the founding of the Colony of Maryland down to 1694, the government of our State did nothing for education, and the only schools were private ones. Parents were left to provide education for their own children as best they could. Mr. Basil Sollers says: "Sometimes the children were sent to England, sometimes there were private tutors, some of whom were owned as servants, parents taught their children. It is difficult to conceive how the elements of an English education could have been brought to a community so widely scattered in any more regular manner."

In 1694, Governor Francis Nicholson, who was a zealous friend of education, induced the Legislature to pass the first act to support schools and in 1696, by another act of the Legislature, a Board of Trustees and Visitors was appointed to establish a free school at Annapolis called King William's School, and a similar school in each of the counties as the funds increased. The schools were to be supported from the proceeds of duties on imports. Only the Annapolis school was established under the law.

In 1723, a new law was passed providing for the purchase of 100 acres of land in each county, and the endowment with them of a free school in each county. Under the Act, schools were established and for a century these continued as the only public schools. They called these schools "free schools" rather in the sense of the Latin *Schola Libera* than in the present popular meaning.

In 1782, the Kent County School was incorporated as "Washington College." In 1784 St. John's College was established at Annapolis, King

William's School being incorporated with it. These two colleges were joined together as the University of Maryland, and were given a yearly support from the State. But the State was not regular in its appropriations.

But I want simply to call attention to the fact that all the earlier efforts of our State were to aid secondary and collegiate education.

Under that system, called the Academy System, it was found that the poorer children were receiving no education, so that charitable institutions began to be established by private philanthropists. In 1806 the State took up the movement, and in 1812 passed an act to raise money for primary education. This act was productive of little good, but it was followed in 1816 by an act allowing six of the counties to tax themselves to establish public schools. The people were beginning more and more to realize that the education of all was a public matter, and by the act of 1825 a State system of schools was begun and a State Superintendent was appointed. This act was not altogether successful. It was not compulsory or State-wide except by choice. But the sentiment and necessity for general education continued to grow, and through the efforts of Mr. Joseph M. Cushing, the Constitution of 1864 contained a strong provision for public education. The appointment of a State Superintendent was provided for, and Rev. Liberties Van Bopkelin was appointed State Superintendent.

Through the influence of these two gentlemen, the Legislature of 1865 passed an act which is the basis of our present school law.

The Constitution of 1867 declared that the General Assembly ought to establish a thorough and efficient system of public schools and to provide, by taxation or otherwise, for their maintenance. Several changes have been made from time to time as to the appointment of the School Commissioners of the different counties and as to the authority of the State Board of Education. In 1892 the appointive power was finally lodged in the Governor. In 1896 the Free School Book Law was passed, furnishing free books to all pupils, regardless of the financial ability of their parents.

Under these laws proper provisions were made for the establishment of High Schools in the different counties, and in 1865 the Normal School of Baltimore City was established. A Normal School Department had been opened at Washington College, and in 1898 a State Normal School at Frostburg was established. Normal Schools for colored pupils have been established.

And yet with all these laws and provisions it has been felt for some time that Maryland was not, generally speaking, keeping pace with her sister States in the efficiency of her system of public school education. According to her wealth, she has been in the very front vanguard as to the amount she has been expending for public school purposes. For years 16½ cents on every hundred dollars' worth of property has been levied and expended for public school purposes, and yet we are not getting the results desired. It was felt that in some respects our system was de-

fective, and lacked that degree of centralized responsibility necessary for the success of any great movement. The Legislature of 1912 provided for the appointment of a Commission which, with the Rockefeller Institute, should make an educational survey of our State, and report to the Governor before the meeting of the Legislature of 1916. Governor Goldsborough appointed B. Howell Griswold, Jr., Dr. J. McPherson Scott and Albert W. Sisk on the part of the State to co-operate with representatives of the Rockefeller Institute to make this survey. This survey was made of the primary educational system of the State. A bill was introduced in the last Legislature of Maryland carrying into effect the recommendations of this Commission. The bill was passed practically without material amendment and has now become a law.

I want fully to speak of this law. In my opinion it is as nearly perfect a plan or system as the human mind can devise. It does not destroy local initiative, nor take away the power from richer counties to excel, but it compels all counties to levy a certain minimum and to keep open their schools a certain number of months in order to receive aid from the State. This law provides for an Examiner, a Supervisor where the number of schools justify it, and a Truant, or school attendance, officer for every county. This law practically specifies and defines the qualifications of these Examiners, Supervisors, and other administrative officers, and places the veto power as to their qualifications into the hands of the State's Superintendent of Education. Compulsory attendance has been provided for. The standard for supervisors, as well as for teachers, has been raised. I have had an opportunity since this law went into effect to obtain the views of distinguished educators in this country, and without exception they have expressed themselves as believing that the School Law in Maryland, as passed by the last Legislature, was as nearly perfect a system of education as could be provided.

The Prussian School System is considered the best in Europe. It has four prominent features:

1. Parents are compelled by law to send their children to school. Penalties for failure to comply are imposed. In Prussia the greatest crime a parent can commit against his government is to neglect the education of his children.

2. Prussia educates her common school teachers. No one is permitted to teach without a diploma from one of her Normal Schools, and she has many.

3. In Prussia teaching is a distinct profession. Not a temporary expediency, but a profession for life.

4. Whatever relates to the education of the people receives the utmost attention and the highest honor.

But like every government, that system is best which is best administered, and no system, however good, will of itself produce results. So now the execution of this system is squarely up to the Superintendent of Public Education of the State.

All the School Boards of the State and all teachers ought to unite to give the present law their fullest support and a fair trial. The State has appropriated for Public School Education for the next two scholastic years the sum of \$1,850,000.00 per year, a larger sum than ever raised before, and in the opinion of the Educational Survey Commission, a sum which should be fully adequate for school purposes at this time. Therefore, with this system perfected as far as human law can perfect the same, it is squarely up to us to make good. We must have the best men or women at the head of our School System, and as we must and should, necessarily, look to our Normal Schools in large part for our teachers, therefore, at the head of these Normal Schools should be placed the most capable and experienced educators it is possible to obtain. If you will conscientiously look around over our State and compare the advancement of one county with another, from an educational standpoint, almost without exception you will be forced to admit that the superiority of the educational standard in one county over another is due to the superiority of the Superintendent in the county.

I do not for one moment desire to be understood that I fail to recognize the good work that is being done, and the great strides that have been made within our State in educational matters. But this subject is so close to the welfare of our people that the time has come when no one must stand in the way of the placing of our Educational System upon the pinnacle of usefulness, that neither politics nor favoritism shall be allowed to hamper the system which we now seek to establish.

The profession to which you belong stands among the very first of all professions. Into the hands of the teachers of this country the destiny of our country is largely entrusted. It has been stated that the influence of a mother is paramount with a child, but I sometimes believe that the teacher's influence is nearly as great as the parent's.

Coming under your guidance, instruction and care at the early age of six years, taught by parents to obey their teachers, in my opinion the influence of the teacher cannot be overestimated. In my own life I have felt it, and believe the experience of others will bear out the thought. This being so, I believe that not only from the standpoint of scholastic ability, but from the standpoint of morality, from the standpoint of temperance and self-control, there ought to be demanded the highest standards for the teacher.

It has been said that poets are born, not made. I sometimes believe this true of the schoolmaster. "If a person loves to teach, loves to be surrounded from morning till night by a group of young, mortal beings, whose minds are continually broadening and expanding, and loves to watch their progress in all the elementary branches of education, his task, which to another might seem unsupportably irksome, will be pleasant. The thousand little annoyances and perplexities which every teacher will meet will be scarcely felt, the time will be too short for the daily exercises, and great as is his toil, he will close his school almost with regret." And what pleasure indeed, as time goes by, to witness the success and ad-

vancement of those whose education has been entrusted to you, and whose character you have helped to mould.

A certain writer has said: "If the time shall ever come when this mighty fabric shall tetter, when the beacon which now arises in a pillar of fire, a sign and a wonder of the world, shall wax dim, the cause will be found in the ignorance of the people. If our Union is still to continue to cheer the hopes and animate the efforts of the oppressed of every nation, if our fields are to be untrod by the hirelings of despotism, if long days of blessedness are to attend our country in her career of glory, if you would have the sun to continue to shed his unclouded rays upon the face of the freemen, then educate all the children in the land. This startles the tyrant in his dreams of power and arouses the slumbering energies of oppressed people. It was intelligence that reared up the majestic columns of our national glory, and this alone can prevent them from crumbling to ashes."

The old days of recitation ought to be a thing of the past. The child should be taught to think, to reason, to act, not to recite. You can discover a true teacher within fifteen minutes after entering the school room.

In the beginning of my address I stated that within the past few days I had been engaged in a far different kind of work from that which now engages us. As I visited our camp at Laurel but day before yesterday and saw the manhood of our State, who have answered their country's call, ready for the command of "Forward March," to go forth in the defense of our country or the honor of its flag, or in other words, to engage in war; when I look across the ocean and see practically all the civilized nations of the old world, nations that are supposed to be the most advanced in learning and in all the arts, not the savage, unlearned nation, engaged, it appears, almost in an endless struggle to destroy each other, using all the implements of warfare that the genius of man has been able to devise, I am forced to the thought that the education of the world is not yet complete and that the day of the millennium has not yet arisen.

How important then our public school education, that our boys and girls should have the right view of life, should know the history and traditions of our country, should be taught the things that may be useful to them in life, should have sound bodies as well as sound minds.

I believe the time has come when we shall have to pay more attention to the physical training of our boys and girls in the public schools. Not that we shall raise them for warriors, but that this country of ours, should the occasion arise—and arise it may—may have men not only of the physical courage but of the physical manhood to cope with any nation of the earth. And then with our teachers fully enthused with the spirit of our nation, to do wrong to no country, but to stand everlastingly for the right, we need not fear that our future citizens shall be prepared for all emergencies or contingencies that may arise.

I am much pleased to have this pleasure of being with you. Apart from the duties of my official position, I shall never fail to be greatly interested in public school education, and in the advancement and wel-

fare of the teachers of the State. The people of our State should not regret nor begrudge the money which is being spent in the education of her future citizens. The question of finance is at present an important one. I hope the time may come when our people can more fully reward the teachers, but you must remember the burdens which we bear. In the taking care of our insane, of those afflicted with tuberculosis, of our feeble-minded, of those charitable and benevolent institutions throughout our State, of our different penal or reformatory institutions, a great burden is imposed, and Maryland, in meeting this burden, according to her wealth, is second to no State in the Union.

I congratulate you upon the success of your annual meeting. I only hope that during the remaining time that I shall occupy the position as your Chief Executive I may be of real service to the educational interests of our commonwealth. I hope to see the cause of public school education rapidly advanced under the new Educational Law. I hope that by the time of the meeting of the next Legislature the Educational Survey Commission may work out a solution for higher education in our State, and that with proper plans or systems established, Maryland may take front rank in all matters of public education, for into the hands of the teachers the future welfare of our State and country is largely entrusted.

Into their hands are entrusted the future statesmen and leaders of our State and nation. What a noble calling. How great the responsibility. How justified are we then in demanding that our school teachers should be persons of the most pure and elevated moral character and of the loftiest ideals and principles. The time is fast approaching when men have to be of the highest principles to succeed in any profession. How absolutely necessary in the profession of the teacher. It is said that example teaches better than precept. With the teacher we have a right to expect both example and precept.

We have all read the story of the old Eton Head Master, who habitually relied on the use of the rod for this purpose and how he expounded that verse of Scripture, "Blessed be the pure in heart," as follows: "Blessed be the pure in heart; mind that, boys. The Bible says it's your duty to be pure in heart. If you are not pure in heart I'll flog you." The old idea used to be that precept would have little force unless it had the power of physical persuasion or compulsion behind it. But example and precept should go hand in hand.

"Be noble, and the nobleness which lies
In other men, sleeping, but never dead,
Will rise in majesty to meet thine own."

Then, Ladies and Gentlemen, as you go out in all parts of our commonwealth, devoted as you are to your professions, certainly not animated alone by the inadequate reward which you receive for your services, I want you always to remember you are performing a public service. You are consecrating in large part your life work in a cause which means

much to our State and to our country. We all have our duties to perform in life, one in one sphere, one in another, each dependent upon the other. The only way in life to do is to each day do our full duty as we see it. We know not what tomorrow may bring forth. I know of no better advice to give in closing this hastily written address than to quote those immortal lines of our poet, Bryant.

Let us all

"So live that when thy summons comes to join
The innumerable caravan which moves to that
mysterious realm
Where each shall take his chamber in the silent
halls of death,
Thou go not like the quarry slave at night
scourged to his dungeon,
But soothed and sustained by an unfaltering trust
Approach thy grave like one who wraps the
drapery of his couch around him
And lies down to pleasant dreams."

This was followed by a solo and encore by Miss Grace Elliott.

President: A large part of the public school system has to do with the preservation of human life. Just as many interests have affected the public, so the Pennsylvania Railroad Company has been the leader in its efforts to prevent needless sacrifice of life. The gentleman who is going to address us can qualify as an educator and can very fittingly speak to a body of educators. His subject is "Safety." I have the pleasure to present Mr. Stuart Bready, representing the Philadelphia, Baltimore and Washington Railroad.

MR. STUART BREADY'S ADDRESS.

His Excellency, the Governor, Ladies and Gentlemen:

It is a very simple duty and function I am here to perform, namely, to speak to you briefly concerning certain principles of safety, and your duty as teachers toward that problem.

Every labor has its art, even railroading, and to get at what I want to tell you, I can best do so by telling the story of an artist who painted a picture. Other artists had painted pictures much more noticeable than this, but this had a particular red glow upon it, and the people came and went and they admired the picture. They liked the glow. They said among each other, "I wonder where he gets his color from," and one day they asked him, and he said, "I cannot tell you." Some studied in the old books about color combinations and some went to the Far East to procure rare pigments, but they came back and put them on the canvas, only to fade. And ever the artist went on painting, and he became whiter and whiter, and his picture became redder and redder. One day they

came in and found him dead before his easel, and they looked around among the pots and crucibles to see if they could find the secret of this wonderful red color, but they found nothing which they did not already have. But when they took him up to put his grave clothes on him, they found above his heart the marks of a wound, healed by death, which heals many things, and he was buried and soon forgotten, but his picture lived on forever. And still the people said, "I wonder where he got his color from?" Now you say that is a legend. True. But it is a legitimate illustration for each of our lives, whether as students, citizens, or members of a corporation. And as I look back on those teachers who taught me and think of the energy and blood they put into getting things into my mind, I feel that many if not most teachers are painting a picture that is enduring indeed.

Now, we as a railroad are trying to paint such a picture of a railroad, but we cannot do it all ourselves. We must have the co-operation of those whom we serve, the public. The Pennsylvania Railroad has 26,000 miles of track, enough to put a single track around the world, and in addition enough to put a single track from New York City to Kansas City. We run through thirteen States and the District of Columbia. Despite that large area, we have not killed in the last three years any single passenger who was carried on our lines. We have not in the last eight years killed a single passenger on our lines due to any train accident, yet we are sorry to say that the railroad has killed others, due to their own carelessness and thoughtlessness, and it is about that feature that I wish to speak tonight.

The statistics of this country show, through the Interstate Commerce Commission, that every 16 minutes of the day, some one is injured or killed by some railroad in this country. Now, that is a very serious thing. The reason it does not seem so serious is because the accidents happen one at a time, but they count up just as much in the year. Tuberculosis is a fearful thing and cancer is a terrible thing, and we commend and laud any steps that are taken to check these diseases, but unfortunately we are not trying equally hard to protect our people from their own carelessness. The germ-laden drinking cup has been snatched from the hands of the unsuspecting public, safeguards have been cast about the birds in the air and the fish in the sea, oysters, dumb and unable to vote, are watched with infinite care. The Bureau of Entomology is offering inducements to those who will successfully sandbag the boll weevil in order that our cotton may grow; it also is spraying hackberries and blackjacks, slippery and other elms. On our great preserves in the West, even the jack-rabbit is protected from possible accident and death, and yet our United States Federal Government is not doing a single thing to protect its citizenship from committing acts of folly every day of their lives on and near railroads. We have different laws in various States, but they are either not enforced, or very feebly enforced. They differ very much from the laws in Germany and England, where railroad laws are not

only many but vigorously and continually enforced, which results in annual accident figures being supremely low.

Many of the ways in which accidents happen will suggest themselves to your own minds. Trespassing is one of the chief sources of accidents, and I do not mean only those who walk on our tracks but those who cross our grade crossings, and get in front or in back of a train at the wrong place and time. During the last year, 1915, there were over 5,000 people killed outright, trespassing on the railroads of the United States.

I have often thought that the sign, "Stop, Look, and Listen," ought to be changed to "Stop, Look, Listen, and *Reflect*," because they stop and look, and then drive on just as hard as if they had not done anything. We cannot hope to do much with the adults in this regard. They seem to think they are fully able to take care of themselves, but we can build up habits of safety and caution in the children who are to be the coming adults, and I am proud to congratulate you that your State Teachers' Annual Book is the only State Year Book that I know of that devotes several pages to this important question of railroad safety. You can do a great deal not only in that way, but also in talking to and in teaching the children. Get them primers and read them stories about things that boys and girls do around trains. You would be surprised at the number of things they do do, that you had not thought of. For instance. I have seen boys and girls stand on overhead grade crossings and see if they could put stones down the funnels of the locomotives as they passed underneath. They have been known to miss the funnel and hit the engineer, and perhaps render him unconscious. Boys climb on moving freight trains. I have even known them to fire stones at moving trains.

President Hadley, of Yale, says, in regard to the safety problem, that we will never rid ourselves of the human element. In other words, we will never get away from individual indiscretion, because somebody is sure to do something one day that has never been done before, and which the railroad does not know is going to happen, nor can they possibly foresee.

Teach the boys and girls the power in a moving train. I did not know until the other day going down to Washington, when the road foreman of engines told me the power in that train, moving at 60 miles an hour, which is 88 feet a second. He said that there was enough power latent in that engine, plus the power necessary to get it up to 60 miles an hour, to throw a ton weight 49 miles, before it ever hit the ground. If it could throw a ton weight that far, how far could it throw you or me? Children do not realize the power in a train. They are apt to think of a train as something like an automobile. But we cannot stop suddenly. The best we can do is a thousand feet, and we cannot always do that. We cannot run around a corner suddenly or into a plate glass window of a store for the purpose of saving your life or the life of someone else. We are on two steel tracks and must follow them.

I should like to see you establish in your schools "Safety First Clubs" in which you will devote one-half hour each week to this subject. Send for primers and pamphlets which will tell you of the various things

which have happened, and you will be teaching children caution and discretion in railroads and in all matters of life. You will be teaching them self-restraint, a very valuable lesson. Mark Twain said that we ought all to try so to live so that when we die even the undertaker will be sorry. The Pennsylvania Railroad is not the undertaker and we are only too sorry when some one is hurt, considering every accident as one too many. Every one of our 250,000 employees is doing everything he can to carry you safely to your destination, but we must have your cooperation in carefulness in and around trains. It is 'better to be safe than sorry. It is better to be careful than crippled. It is better to wait at the grade crossings than at the doctor's office. Every time you and your pupils hear the chug of a locomotive think of that ton weight going 49 miles, and I am sure you will be careful.

I thank you for this opportunity to speak to you.

Miss Mary Risteau, of Towson, was introduced by the President, and offered the following resolution:

I believe that a portrait of the founder of our State should be in the State House at Annapolis. Miss Florence Maccubbin, who has painted portraits of prominent people, had the privilege of making three copies of the original portrait of Cecilus Calvert, which belongs to the Eaton family. Sir William Eaton allowed her to make three copies, and made the request that one should be placed in the State House at Annapolis. The last remaining copy is for sale.

On two occasions, bills were offered to the Maryland Legislature, authorizing the purchase of this picture. This bill was brought before the Assistant Teachers' Association of Baltimore County for endorsement. We thought if the State cannot buy the picture, why cannot the school children of Maryland do so? The purchase price of the picture is \$600. We have over 200,000 school children, and if one-third of the school children of Maryland would give a penny we could buy the picture. Our plan was to have the collection during a week this fall to be known as "Calvert Week," when the school children and teachers would talk a good bit about Calvert. It would help the study of history, it would help the children to have a personal ownership in the picture of the founder of the State and to be able to place it in our State House at Annapolis. We should like to have the plan approved at the business meeting tomorrow and the movement endorsed.

President: The Maryland State Teachers' Association believes in school decoration. The proof of this hangs on the wall back of the speaker. I shall ask the President of the Association last year to present these pictures to the Commission in charge of the Maryland State Schools, Dr. Buchner.

Dr. Buchner: Mr. Chairman and Members of the Association—I want to congratulate ourselves and our fellow citizens upon having as our Chief Executive the gentleman who helped make the recent educational

bill which is now our guiding law. And while we congratulate ourselves over our good fortune, let us extend to him our best wishes upon the unexampled opportunity which he has to show us all how to keep politics out of public education, (Applause) by appointing right-minded and right-hearted citizens upon the various boards. (Applause.)

In spite of the waste and destruction and the fall of nations which have taken place during the last 2,300 years, there is one sentence that history has failed to lose, and has seen to it that it should not be lost. It was indeed a wise man who said, so long ago, that it is the purpose of education to give to the body and the soul all the perfection and all the beauty of which they are capable; and while waste may come and nations may crumble, this sentiment of the first definition of education will go on ringing down the ages. We will have to go to that nation to which we belong to find our world-wide standards of the elementary forms of fine art. It is still the Greeks who teach us lessons of architecture and sculpture. The diffusion of ideals among mankind is the final purpose of education, and we of the West and the modern day are trying to imitate so far as we can those great nations whose ideas have endured through the centuries.

A year ago it was my privilege to entertain your motion that an appropriation should be made from our funds for the decoration of these walls. Through the action of the Committee which was appointed, you have enjoyed during these three days such decoration as this appropriation was enabled to secure. The Committee has tried to express your ideals and your place in the constructive power of education. With Sir Galahad on your right and the emblem of hope on your left, you find these two virtues centering upon Peace. On your behalf, I present to the Commission which has this building in charge these three pictures, which are inscribed as your gift.

President Holloway: While the gentleman who is to accept the pictures is not on the Commission, it seemed highly appropriate that the executive officer of the school system, who will perhaps enjoy these pictures more months in the year than anybody else, shall accept them on behalf of the Commission.

It gives me pleasure, therefore, to present Superintendent McMaster, of the Worcester County Schools.

Superintendent McMaster: Friends and Fellow Teachers, the ownership of this building, I judge, is a little peculiar, as I do not think there is another building in the State of Maryland and the United States that is owned as it is. You know that the State appropriated a sum of money and Worcester County also appropriated a sum of money. The State has charge of this building three months in the year, and the county has charge of it the other nine months of the year. While the appropriation from the State was many times larger than the appropriation from the county, you see the county has the advantage of the State.

When these pictures were spoken of last year, Dr. Buchner suggested that we have a clock. For the life of me I could not see what use a clock would be to Worcester County, and your President and the Doctor have now put up a job on me. They said that when the pictures were secured I promised to give the building a clock. I know that two, when it comes to evidence, will beat one; but I am going to promise this building a clock, so that I will also be in partnership with the State of Maryland and Worcester County.

Our worthy Governor and Dr. Buchner have spoken of keeping politics out of the schools. I say, Amen. I have been in school work over 20 years. Those of my friends who know me know that I always take a great interest in politics, and if I thought that being a member of the School Board or having control over the schools in a measure would debar me from taking an interest in politics, I would gladly render to them my resignation. There is no one in the county who can truthfully say that Worcester County has ever had politics in the schools, and I pledge you my word so long as I have anything to do with it and with my present Board that politics will be kept out of the schools of Worcester County, and I hope that policy will extend all over the State, if it does not already do so.

Mr. Chairman, it gives me pleasure, on behalf of the Commission, to accept these beautiful pictures for this building. They are an ornament to the building. Thank you.

President: On the first evening of this meeting, I stated to you that the Executive Committee had not hesitated to go to any trouble and expense to obtain speakers for this annual meeting. We are now to give another proof of that fact. The gentleman who is to address us is the editor of our best school paper, the New England Journal of Education, through which he reaches thousands of educators in this country. I have heard him address the National Education Association, where there were present thousands of teachers, and perhaps Dr. Winship knows more educators in this country than any other single person. He comes from the city of Boston, and he brings the message of the people. I have the honor to present to the audience Dr. A. E. Winship.

DR. A. E. WINSHIP'S ADDRESS.

I probably have had the opportunity of hearing more Governors speak at educational gatherings than any other American. I have heard the most masterly educational address from a Governor tonight that I have ever heard, and I have not the faintest idea which political party he belongs to, leaving politics out of education in great shape.

I want to talk to you tonight upon what the high school is for, meaning thereby what is education for? At this season of the year, every man who does any educational talking, talks to high school graduates. I have the privilege every year of doing it in a good many States. I am always impressed with the situation when I stand before a com-

pany of citizens at the graduation of the high school students. A few days ago I had the privilege of speaking to such a gathering in the city of Columbus, to 600 graduates. There were this year more than 10,000 high school graduations. Can you realize what that means? More than 10,000 high school graduations, more than a thousand college and university and normal school graduations, and about 30,000 grammar school graduations. Do you get the picture of what it means to America, to have such vast numbers of young people? Take the high school alone.

I suppose that everybody that has ever talked at high school graduation has told the people that the children are the hope of the country, and yet none of us realize what that means. If every man and woman in America above 70 years of age should die tonight, it would not cause a ripple of excitement, but if everybody under 20 years of age should die, it would take America 50 years to rally from the shock. There would be a lapse of twenty years all along the line. There would be a time when there was nobody between 20 and 40 years of age, and the time when there was nobody between 40 and 60 years of age, and nobody between 50 and 70. It is unthinkable. But this is not unthinkable. There goes the same wave across the country, not of vacancy, but of efficiency or inefficiency of your students. This makes no appreciable effect in a single year, but in the run of years these high school students are going to remake America. I was interested in a conversation two men had on the hotel veranda about high school and college athletics. One man said, "Why, we could never have a winning team if it were not for the young blood coming on. If you made up your team wholly of seniors, the traditions of the past would prevent their getting the punch that goes with your team when you make it up of the young blood." It is the young blood that comes in that does the work. Your high schools, then, and by that I mean your whole educational system, are bringing into American life an entirely new force, and that is the thing we do not realize. We think of the individual, but we do not think of the whole country.

Look for a moment at the new conditions under which these young people are going to work. We are just beginning to awake to some great educational ideas. Maryland has done great things this last year. Maryland has been doing great things educationally for nearly ten years now. She was the first State in the Union to have a county put in a primary supervisor over rural schools. Maryland was the first State that sent the teachers of a county away to an educational institution and paid the expenses of the teachers at the institution during the summer, and insisted that all the teachers should once in four years at least go away to a summer school. You were one of the first three or four States to have a minimum salary law, one of the first States to have a State Pension Law. Maryland has done a good many things in the past in spots, now she is doing a good deal as a whole, and I want to tell you how fully people from other States appreciate the part that Dr. Stephens has had in all this work. But you have not begun nor has any other State in this Union begun to realize what we have got to do. These things are sim-

ply "safety first" propositions. They are not the great, vital interests in education that we must have. We have got to realize that there are great revelations being made all the time. I wish you had heard Dr. Burdick talk this morning. I think this is one of the greatest addresses on that subject I have ever heard, and he told us that within the past three years, for the first time in the world's history, we have known what adolescence meant to the boy physically.

The world is going forward, and I stand here tonight, proud to say that we are beginning to work educationally all over this country in spots, just as you, in Maryland, do certain things in spots, and that we realize as never before in the world's history what adolescence means for the growing boy, so we know as never before what teaching really is.

When I was a young man, I used to hear people say that Miss Jones could learn her boys arithmetic. Wonderful. That Mr. Smith could learn his boys geography. Why, nobody would dare say that now. But I want to say to you that it is just as correct as it is to say you teach the boy arithmetic. We have just opened our eyes to the fact that we do not teach subjects. What we do is to teach the boy to learn arithmetic, and that revelation is sending to the junk shop a lot of precious traditions, among them the idea of averaging. An automobile goes 40 miles an hour, a horse goes nine miles an hour, a wheelbarrow goes two miles an hour, an average of 17 miles an hour for automobiles, horses, and wheelbarrows. A big thing for the wheelbarrow but hard on the automobile, but the automobile still goes 40 miles an hour, the horse nine miles an hour, the wheelbarrow two miles an hour, and nothing goes 17 miles an hour but the average. It is just as sensible as to say that the boy gets 40 per cent. in spelling, 90 per cent. in arithmetic, and 60 per cent. in something else, and he gets 70 per cent. as an average. He does not get any more arithmetic or any less geography, he does not know 70 per cent. of anything but the average. But we are going to estimate boys and girls by what they do with the talent the Lord has given them, and we are going to give the Lord a chance to bear some responsibility. Here is a boy who has 40 per cent. in intelligence, and by your faithfulness you raise him to 50 per cent. in intelligence; here is another boy with 80 per cent. intelligence, and you raise him to 90 per cent. intelligence. You have done twice as much for that first boy because you have increased his intelligence 25 per cent. and the other boy only 12½ per cent.

Four years last September I got on the front page of the Chicago Tribune. This is one of the three great daily papers of the world. This was the only time I ever got on the front page. I gave a lecture there the day before. At that time Chicago was requiring millions of her people to load and unload in the basement of a railroad shack, and they had had \$60,000,000 appropriated for years, with which to build the best railroad station in the world, and they had not spent a dollar of it, because they could not make up their minds where their grandchildren would want that railroad station located. They were experimenting, figuring

out to find where their grandchildren would want that station built, and the morning of the day I spoke there, one of the papers had a ringing editorial, saying it was an outrage they had to use that shack, but they had better use it another year and still another rather than build that railroad station where their grandchildren would not want it located, and on that same page on that same day another editorial, one advising the Board of Education and the supervisors to go slow in the introduction of new things. It said that the education of our grandfathers was a great education. All that I said was, "You cannot build railroad stations for your grandchildren and have schools for your grandfathers." We want to realize as teachers that there are new revelations coming all the time. They are the things to know about and appreciate. The greatest thing that has come to this country, to my knowledge, within the last three or four years is the distinction between information and intelligence in the school room. We have run our schools on the basis of information. We have tested their knowledge of things, of subjects. We shall continue to do some of these things for a while, but at last we know that this is not the test of our school work, but it is the increased intelligence on the part of these boys and girls—that is the thing that is vital.

Several people are today making that test, but the first adequate test ever made was made, I think, by Mrs. Helen Thompson Woolley, who has evolved the tests, broadening them out so as to catch every conceivable phase of intelligence on the part of the boys and girls, and in Cincinnati no boy or girl can leave school to go to work prior to 18 years of age without going to Mrs. Woolley's department and having his intelligence tested and card catalogued, and he cannot change his job until he is 18 years of age without going back and having his intelligence retested and compared with the other, and if he does not change his job he has got to go back once a year and have his intelligence tested; and every time a boy goes out to work he has his intelligence tested. A boy who stays in school who measures about the same has his intelligence tested and these two cards are kept together. What has happened? Mrs. Woolley has tested several hundreds of boys and girls, half in school and half out, for four years. This is what happens. Of course, there will be some exceptions always, but they never do anything but prove the rule.

Mrs. Woolley has shown it clearly. As the boy goes out to work, his intelligence increases a little. His running mate who stays in the school with the same intelligence in the beginning has the keener intelligence each year. The intelligence that a boy gets just by working under direction is marvelous. If these high school boys and girls who have graduated this year—if they should forget everything they have learned—and it is surprising how fast some of them do forget it—their increased intelligence is worth all it has cost them and the country to have them stay in school four years. Entirely independent of anything they have learned, their increased intelligence has been a power. That is what the high school is for. I would sooner a child of mine would study Choctaw

under a person who develops his intelligence than to study manual training and not intensify his intelligence. It is the intensified intelligence that counts.

Jess Willard is a marvel of physical perfection, and for years he has kept himself in good trim. He has never wasted his power by dissipation of any kind. He has met other men for several years and no man has ever drawn a drop of blood or left a black and blue spot on him, and last January they offered Jess Willard \$67,500 to meet Moran. He signed the contract for six weeks hence and put himself in training for two weeks and then cancelled the contract. He said that he would not meet anybody unless he could have four weeks more to get himself in training, and they gave him the four weeks. If Jess Willard, the picture of physical perfection, who kept himself in form always, would throw away \$67,500 unless he could have four weeks more of training, what are you going to say to the father who will rob his boy of *four years* of training in order that he may earn five dollars a week? Training! It is that which gives the power, it is that which gives the vitality. What America is going to want for her boys and girls is power. What is the difference between intelligence and information? Information has wholly to do with what somebody else or something else has done. What you want is intelligence. To find out what you can do when you come up against a new problem. That is the thing. It is the facing of the new problem. You never test intelligence by what somebody else says. Through those things you have been studying you have been working for intelligence, and the test of your intelligence is to find out what you can do with new problems. And these boys and girls are to face problems we have never dreamed of. I have every opportunity to know this country.

I ride in automobiles. It seems as though I have ridden in automobiles all my life, and so I was interested to see the record of the first automobile race, which came off 20 years ago—57 miles in seven hours! But these new things come so fast that we forget all about what used to be, and so boys and girls are coming into a new world with new conditions. You are not teaching your boys and girls to do the things in the old world. I was in Cleveland a little while ago at a Commercial Club dinner. Dr. Johnson, head of the Commercial Department at the New York City University, was one of the speakers that day. He has 3,200 students studying commercial branches in the University of the City of New York. There was not a University in America with 3,200 students until a little while ago, and this is what he said to them: "You stop complaining because the schools do not turn out good spellers. Quit it. I would not let anybody hear me spelling in the up-to-date speller for anything. How many of you would let me hear you? You would not be here if you had spent all your time learning to spell. These boys and girls will spell a lot better, if at the same time you realize you are increasing the intelligence of these boys and girls." There are great revolutions all the time. One of the greatest has just come in the distinc-

tion between the results and the power that produces results. They measure all results by what they call space units and the power that produces the results by weight units. We must realize today that we are in the schools to give boys and girls power, to give them intelligent power, to put them on their feet where they will accomplish things for all time.

After a solo and encore by Miss Schaefer the meeting was adjourned.

FRIDAY, JUNE 30, 9.30 A. M.

The annual business meeting of the Maryland State Teachers' Association convened in the Education Building at 9.30 A. M. on Friday, June 30.

The first number on the program was a solo by Miss Elizabeth Schaefer, which was followed by an encore.

The minutes of the preceding meetings were read and approved.

The report of the Maryland State Teachers' Reading Circle was next read by Secretary Caldwell.

OCEAN CITY, MD., Friday, June 30, 1916.

To the Maryland State Teachers' Association:

Ladies and Gentlemen—I herewith submit the fifteenth annual report of the Board of Managers of the Maryland State Teachers' Reading Circle. The records for the year 1915-16 show an enrollment of 728.

Allegany County	116	Howard County.....	17
Anne Arundel County.....	30	Kent County.....	0
Baltimore County.....	0	Montgomery County.....	55
Calvert County.....	5	Prince George's County....	23
Caroline County.....	2	Queen Anne's County.....	0
Carroll County.....	33	St. Mary's County.....	0
Cecil County.....	77	Somerset County.....	0
Charles County.....	1	Talbot County.....	0
Dorchester County.....	79	Washington County.....	68
Frederick County.....	3	Wicomico County.....	175
Garrett County.....	0	Worcester County.....	44
Harford County.....	0		
			382
Total	346		346
			728

During the year the following persons have had one year's course of reading and have been awarded certificates by the Board of Managers:

COURSE OF 1914-15.

CALVERT COUNTY:

Sallie Simmons

CAROLINE COUNTY:

Amelia Carmine
Addie C. GaleMary E. Davis
Eva Wright

CARROLL COUNTY:

Jane MacLeod

CECIL COUNTY:

Evelyn T. Kimble

Mary E. Kimble

CHARLES COUNTY:

Mrs. T. C. Gardiner

DORCHESTER COUNTY:

Lillian S. Chappell
Susie Hurlock
Alonzo H. Long
Ethel D. TubmanNellie Dean
Jennie Jones
Robert E. Shilling
Marie Tubman

FREDERICK COUNTY:

Blanche Howard

PRINCE GEORGE'S COUNTY:

Charles N. Beebe

Elizabeth VanNess Duvall
Margaret S. Underwood

ST. MARY'S COUNTY:

Alma Wathen

WICOMICO COUNTY:

Minnie Anderson
Mary Bennett
C. Allen Carlson
Gertrude Killiam
Josephine Porter
Nancy Hooper Smith
Edna A. WilkinsWilsie Banks
Ella Lee Betts
Meta F. Eppler
Mollie L. Parker
Georgia M. Reddish
Mattie Lee Truitt
Susie A. Willing

WORCESTER COUNTY:

John S. Hill

Margaret Northam

TESTIMONIALS AWARDED.

The following persons having completed a three years' course of reading, and having met the requirements of the Board of Managers, have been awarded testimonial diplomas:

Addie C. Gale.....	Caroline County
Evelyn T. Kimble.....	Cecil County
Ethel D. Tubman.....	Dorchester County
Marie Tubman.....	Dorchester County
Minnie Anderson.....	Wicomico County
Susie A. Willing.....	Wicomico County

COURSE OF STUDY FOR 1916-1917.

Pedagogy—"Principles of Elementary Education and their Application" by Dr. Frank P. Bachman and "Supervised Study" by Alfred L. Hall—Quest.

History—Text on History not yet selected.

English—"Teaching of Oral English" by Bolenius and "Teaching of Literature in the Grammar Grades and High School" by Bolenius.

Science—"Shelter and Clothing" by Kinne and Cooley.

During the year the Reading Circle has been under the management of the following officers:

Dr. M. Bates Stephens, ex officio, Chairman, Annapolis, Md.

Miss S. E. Richmond, State Normal School, Towson, Md.

Mr. B. K. Purdum, Assistant Superintendent of Education, Annapolis, Md.

Miss M. M. Robinson, Western Maryland College, Westminster, Md.

Mr. William J. Holloway, County Superintendent of Schools, Salisbury, Md.

Mr. John E. Edwards, County Superintendent of Schools, Cumberland, Md.

Mr. Nicholas Orem, County Superintendent of Schools, Easton, Md.

Mr. H. H. Murphy, State Normal School, Towson, Md.

Miss M. W. Tarr, Secretary, State Normal School, Towson, Md.

As the terms of three members expire at this time—Miss Robinson, Miss Tarr, and Mr. Edwards—it is necessary for the Association to appoint their successors.

At a meeting of the Board of Managers held June 29, 1916, the Auditing Committee reported that it had examined the accounts of the Treasurer for the period beginning June 30, 1915, and ending June 28, 1916, and found the same correct. The receipts, disbursements, and balances are as follows:

RECEIPTS

June 30, 1915, balance on hand.....	\$ 842.24
June 29, 1915, to June 29, 1916.....	261.00
	\$1,103.24

DISBURSEMENTS THUS FAR

June 30, 1915, to June 29, 1916.....	\$ 164.00
June 29, 1916, balance on hand.....	
	\$939.24

Respectfully submitted,

M. BATES STEPHENS,

Chairman.

It was moved and seconded and unanimously voted that this report be adopted and placed on the minutes.

President: In this connection, I believe the teachers of Maryland would be glad to have a word from the State Superintendent. The new Education Law places the renewal of teachers' certificates, after September, 1916, upon the State Superintendent, upon the basis of attendance upon summer schools. There is nothing mentioned in the law regarding other forms of professional study. By inference, however, some teachers have concluded that, as in the past, there will be some recognition given to their work in the Reading Circle, and if the State Superintendent is prepared at this time to give us some information as to whether that view is correct, we shall be glad to hear from him. I have had that question asked me a number of times from teachers who in the past have secured annual renewals of certificates on the basis of successful completion of the Reading Circle work, and since in the past the granting of life certificates has been based upon the completion of the three years' course of Reading Circle work, the teachers would like to know what is the status of Reading Circle work in the future.

Superintendent Stephens: Mr. Chairman, I have no statement to make that will help you much. This function of giving the teachers certificates is not lodged with the State Superintendent until September 30, 1916. By that time, you will have started in the new school year, and I am quite sure there will be no disturbances during that year. For that reason, I have not given it very much thought, because there are other provisions of the law which become operative, so far as the State Board goes, before June 1st, and our energies have been pretty well absorbed in considering these present demands upon the State Department. I can realize that this certification of teachers is to be very much revolutionized by the new law. Any plan which does away with many dif-

ferent agencies for issuing certificates, and putting that power in one department, is a radical change from anything that we have ever had in Maryland.

I think as the teachers inquire into it and its conditions, they are going to be perfectly satisfied to do whatever extra work may be required, that they may be awarded the certificate that is good to teach, not merely in one county but in all of the counties of the State. I think that the lawmakers very wisely provided that your certificate issued for several years is good for a State certificate for the same period. And when the report is made by the several County Superintendents this summer or next fall of the list of teachers from all the counties and kinds of certificates that they hold, and you receive for the certificate that you now hold a State certificate, I think you will find that there is only a compliment which the Legislature itself meant to pay the teaching profession of the State.

I think perhaps there is undue apprehension among some of our teachers that they may not receive a certificate, that they may not continue to teach in the public schools of Maryland. No good teacher need have any such fears. As I said to some one yesterday, "If we were to get rid of our present teachers, we would have none to put in their places, and we want every teacher who has measured up in a reasonable way to some standard of efficiency to stay in Maryland, and then we need a good many more to come in and fill the vacancies as they occur from year to year."

Just how much credit we are going to give on account of the Reading Circle work I am not able to say; but those teachers who have completed the three years of Reading Circle work, and who have received from the State Board of Education a testimonial, ought surely to find some credit with that Board in accepting or placing some value on a testimonial which the Board itself issues. I know of no better way—summer school will not take the place of it—I know of no better way to keep up the teachers' interest and bring about their professional betterment. The Board of Managers, whose report you have just heard, select these books. There is not an infinite variety, but there are four lines of work that are fundamentally important, and for which we have selected the texts from year to year. The course in Pedagogy is required of all members of the Reading Circle, with the privilege of electing one of three—that is, Science, History, or English. Whether the teacher might elect more, depends upon the teacher; but in order to get the certificate there must be two lines of work, and Pedagogy must be one of these two.

I suspect there is implied in this inquiry if whether a teacher who is continuing the Reading Circle work can be excused from taking a summer school course once in three years in order to renew her certificate. I do not know whether that can be done or not. The law says the certificate can be renewed if the holder takes a summer school course at the end of three years. Whether anything else can be substituted for this, I cannot say. I have not studied it sufficiently well to make a

definite statement. I do not know whether your membership in the Reading Circle will do that, or whether it will be legal to substitute that for the summer school work. But as soon as I can give some thought to this new plan of giving teachers certificates, we are going to give you all the credit and all the benefit that can come from your membership to the Maryland State Teachers' Reading Circle. How much credit I am not able to say, nor am I able to say whether that can be substituted in the renewal of the certificate for the definite thing that the law has laid down. I regret that I cannot be a little more definite about it.

The following report of the Committee on Educational Progress was submitted by Superintendent A. R. Spaid, of Dorchester County:

REPORT OF THE COMMITTEE ON EDUCATIONAL PROGRESS.

Mr. President and Members:

During the past year not many State Legislatures were in session, and with one or two notable exceptions, our own State being one of them, not much school legislation was enacted of a constructive nature.

The New York Legislature created considerable interest by passing two important bills relating to military and physical drill in the schools. The first bill met with much opposition. The New York City Board, by a vote of 19 to 17, decided against the measure on the ground that it tended to inoculate the public school system with militarism. State Commissioner Finley opposed the military training under a Commission, but approves that requiring physical training. The Military Training Commission is composed of the Commissioner of Education, the Commissioner of Health, and the Major General commanding the National Guard.

After September 1, 1916, all pupils above the age of 8 years in the public schools shall receive physical training for 20 minutes each day, and all boy pupils during secondary education in the public schools shall receive such military training as the Commissioner may prescribe for not less than three hours a week during the school year. Provision is also made for field training for high school boys during the vacation period. The use of armories and National Guard equipment is authorized, and an appropriation of \$100,000 is made to cover the expense of the Commission.

New Jersey appropriated \$159,000 for expense of military training in the public schools, and provided for two hours' training each week.

Several universities have introduced courses in military training, while many city Boards of Education have adopted military training as a part of the high school course.

The Gary plan is still creating much discussion. One of its phases which seems to meet with much favor is the provision allowing pupils an opportunity to receive religious instruction in their respective churches at certain fixed hours.

The Religious Education Association, in its thirteenth annual convention, declares that "such a division of the child's time as will allow oppor-

tunity and strength for religious education should be reached by consultation between parents and public school authorities without formal agreement between the State and the churches as institutions. That the work of religious instruction and training should be done by such institutions as the home, the church, and the private school, and not by the public school nor in official connection with the public school."

The all-year schools of Newark, New Jersey, are attracting wide interest. W. S. Deffenbaugh, specialist in city school administration of the Bureau of Education, Department of the Interior, finds that time is saved, street loafing is largely prevented, and health is conserved by eliminating the long summer vacation. The children themselves, in the seventh and eighth grades, stated that the school room was much cooler than the streets and their rooms at home; that they were glad to have something to do besides running in the streets, and they hoped to gain a grade or two by the time they were old enough for their work certificates. Parents, who were interviewed, favored the plan, because their children were able to get more schooling than otherwise.

The school authorities of San Francisco have recommended the establishment of 20 additional kindergartens. Until recently San Francisco had but 11 kindergartens publicly supported. However, under a law, said to be one of the best kindergarten laws of the country, California has been stirring up interest in her cities. In 1912, Los Angeles had 74 kindergartens; today the number is 133. Oakland, which had only 3 kindergartens before the law passed, has 30 at the present time. Under the law, whenever parents of 25 children of kindergarten age, who live within a mile of an elementary school, want a kindergarten, the way is open for them to get one simply by petitioning the local educational authorities.

This spring, 20 counties in Maryland held athletic meets which created increased interest in school athletics. Dr. Burdick and his helpers deserve great credit for the invaluable assistance given to the County Superintendents in preparing their programs for these wonderfully helpful school events.

No State Legislature in session this year, perhaps, enacted such far-reaching school legislation as did the Maryland General Assembly. From a recent article by William C. Coleman, Secretary Maryland Educational Survey Commission, the following is taken:

Among the most important provisions of the new school law are those having to do with the appointment of school-board members, the qualifications and powers of both State and County Superintendents, supervision, the certification of teachers, compulsory school attendance, and with local financial support of the schools and the distribution of the State school funds.

Under the old law, at least a minority of the school-board members, both State and county, had to be from a majority political party, and the Governor's appointments were "by and with the advice and consent of the Senate." The new law centers responsibility in the Governor, making it possible for him to appoint school-board members solely upon the basis



WILLIAM J. HOLLOWAY

of fitness and giving opportunity for the complete elimination of politics from school-board membership.

Under the old law, the powers and duties of the school boards and of their paid professional assistants were not well defined; under the new law, both State and County Superintendents are given broad professional powers, thus centering responsibility for the successful management and conduct of the schools in the hands of the professional agents of the school boards. For example, the State Superintendent is given advisory authority over the appointment of County Superintendents, supervisors and attendance officers; also over plans for new school buildings; and he is mainly responsible for the enforcement of the school laws. The County Superintendent is made responsible, for example, for the appointment of all teachers, the selection of text-books, and the purchase of school supplies.

Under the old law, unqualified persons might be employed as County Superintendents, assistant county superintendents, or supervisors. The new law prescribes minimum academic and professional qualifications for both State and County Superintendents, for normal school principals, supervisors, high school principals, and principals of elementary schools having three or more rooms.

Again, supervision was optional under the old law, but the new law requires that each county having in excess of one hundred teachers shall employ at least one qualified supervisor.

Under the old law, there were some thirty boards, institutions, and persons empowered to grant teachers' certificates, resulting in confusion and lack of uniformity. The new law provides for the State certification of all teachers.

Under the old law, compulsory school attendance was optional with the county school boards—several county school boards were even denied the right to exercise this option. The new law provides for State-wide compulsory school attendance of all children between 7 and 12 years of age the entire time the schools are in session; provision is also made for the attendance of children 13 years and older for not less than 100 days in each school year; and each county is required to employ at least one attendance officer.

Under the old law, the State school tax, after deductions for specific purposes, such as aid to high schools and teachers' pensions, was distributed among the counties and the city of Baltimore without condition. The new law requires that each county, to receive its apportionment of the State school tax, shall, in the first instance, make a local levy equivalent to 34 cents on the hundred dollars for the support of the schools, temporary exceptions being made in favor of certain of the less wealthy counties. The counties are required, in the second place, to employ a County Superintendent, and in certain of them a supervisor, possessing prescribed qualifications, also an attendance officer. These officials are to be paid a minimum salary, the State obligating itself to pay one-half of their salaries up to a certain sum, the amount needed for this purpose

to be deducted from the State school tax before it is apportioned. Moreover, the school funds of the State are to be distributed not as heretofore, upon the basis of population between 5 and 20 years of age as determined by the Federal census, but two-thirds of it is to be apportioned upon the basis of the children between 6 and 14 years of age, as determined by a biennial State census, and one-third upon the basis of school attendance, thus emphasizing, in the distribution of these funds, the importance of the elementary school and placing a premium upon keeping the children regularly at school.

Not the least important of the financial provisions of the new law are the abolition of appropriations to the academies and consolidation of the several school funds, all of which are hereafter to be apportioned on a common basis, thus simplifying the work of accounting and equalizing State aid to the counties. Then, too, the county school boards are made more independent financially. Formerly they could only require the County Commissioners to levy for the support of the schools 15 cents on the hundred dollars; county school boards may now require of the County Commissioners up to a maximum of 40 cents.

Other features of the new school law might be cited, such as a seven-months compulsory term for colored schools, a State high school supervisor, a State elementary school supervisor, and a State white supervisor of colored schools—these being additions to the present staff of the State Superintendent. But sufficient has been said to call attention to the far-reaching character of this new school legislation. The law goes into effect June 1, but a number of its provisions will only come gradually into force. For this reason, the effects of this splendid legislation will not at once become apparent. Indeed, it will be some time before they become fully evident, and to gather in the full fruits of this legislation will require patience and earnest effort on the part of school officials and continuous interest and support on the part of citizens.

WILLIAM C. COLEMAN,

Secretary, Maryland Educational Survey Commission.

It was moved, seconded, and carried that the report of the Committee on Educational Progress be adopted and placed on the minutes of the Association.

This was followed by a solo and encore rendered by Miss Grace Eliott.

President: The Constitution requires that at each general meeting the Executive Committee shall make a report, and that report is now in order.

Mr. Caldwell moved that the program as rendered by the Association should be considered as the report of the Executive Committee.

This motion was seconded and unanimously carried.

The report of the Treasurer of the Association was next called for. This report had been referred to the Auditing Committee, who presented the following report, which was read by Secretary Caldwell.

OCEAN CITY, Md., June 30th, 1916.

R. BERRYMAN, *Treasurer.*

In account with the Maryland State Teachers' Association

1915					Dr.
July	1	To balance National Bank Commerce.....	\$312.96		
Oct.	5	" check Hugh W. Caldwell, secretary, 720 members	360.00		\$672.96
1916					
Feb.	29	" check Supt. B. J. Grimes, Queen Anne's Co.	25.00		
Mch.	6	" " " Woodland C. Phillips, Howard County	20.00		
"	7	" " " G. Lloyd Palmer, Frederick County	25.00		
"	10	" " " C. Milton Wright, Harford County	20.00		90.00
"	15	" " " Wm. J. Holloway, Wicomico County	25.00		
"	13	" " " Samuel Garner, Anne Arundel County	20.00		
"	16	" " " E. W. McMaster, Worcester County	20.00		
"	16	" " " E. M. Noble, Caroline Co....	15.00		80.00
"	25	" " " M. Bates Stephens, State Board	20.00		
"	28	" " " W. H. Dashiell, Somerset Co.	15.00		35.00
Apr.	10	" " " Nicholas Orem, Talbot Co....	25.00		
"	10	" " " E. S. Borroughs, Prince George's County.....	15.00		
"	10	" " " Joseph M. McVey, Cecil Co...	20.00		
"	11	" " " A. R. Spaid, Dorchester Co...	15.00		
"	13	" " " John E. Edwards, Allegany County	25.00		
"	13	" " " Geo. F. Morelock, Carroll Co.	20.00		
"	13	" " " W. B. Burdette, Montgomery County	20.00		
"	21	" " " Thos. M. Carpenter, Charles County	15.00		
"	24	" " " F. E. Rathbun, Garrett Co....	15.00		170.00
"	25	" " " W. Merrick Huyett, Washington County.....	25.00		
"	29	" " " Jefferson L. Smyth, Kent Co.	15.00		40.00
May	14	" " " Albert I. Cook, Baltimore Co.	25.00		25.00
"	15	" " " H. E. Buchholz, Md. Educ. Pub. Co.	12.00		
"	16	" " " Supt. Geo. W. Joy, St. Mary's Co...	15.00		
"	18	" " " Sec'y John H. Roche, Baltimore City	25.00		52.00
June	7	" " " Supt. J. B. Latimer, Calvert Co....	15.00		15.00
					\$1,179.96

July 1, 1916,	Balance National Bank Commerce.....	\$289.81	
"	To Stock Md. Educ. Pub. Co.....	200.00	

1915

Cr.

July 28	To check A. C. Monahan, expenses 1915 meet- ing	\$12.00	
" 28	" " Wm. J. Holloway, music 1915 meet- ing	18.00	
Sept. 15	" " Torsch & Franz Badge Co., two ban- ners	20.24	
Nov. 30	" " Hugh W. Caldwell, sec'y proceedings	46.04	
" 30	" " John M. Reed, envelopes.....	10.73	
Dec. 3	" " Henry Wilkinson, printing proceed- ings	90.00	
" 13	" " Hotel Rennert Co., expenses Com- mission and Sectional Chairman..	19.50	

1916

Jan. 15	" " Cecil Whig Publishing Co.....	30.75	
" 15	" " Cecil Democrat.....	7.50	
June 5	" " A. Hoen & Company, 12 certificates	18.50	
" 8	" " Brewington Bros. Co., 5,000 programs	37.50	
" 15	" " Torsch & Franz Co., 500 badges....	25.00	335.76
" 28	" " A. R. Brubacher, State School, Al- bany	53.00	
" 28	" " W. R. C. Connick, Agr. Section....	25.40	
" 28	" " R. Berryman, Treasurer.....	41.60	
" 28	" " Joseph Blair, High School Section..	26.99	
" 28	" " Grace I. Gill, Stenographer.....	38.50	
" 28	" " Hugh W. Caldwell, Secretary.....	88.15	
" 28	" " E. W. McMaster.....	11.75	
" 28	" " Hotel Hamilton, rooms, etc.....	72.50	
" 28	" " W. J. Holloway, President.....	28.00	
" 28	" " Emma M. Faulkner, music.....	21.00	
" 28	" " Purnell Art Co., pictures.....	30.00	
" 28	" " Elizabeth M. Schaefer, music.....	28.50	
" 28	" " Anna M. Hyde, Grammar Section..	30.00	
" 28	" " Hotel Hamilton, Miss Schaefer....	9.00	
" 28	" " Dr. A. E. Winship, address and exp.	50.00	554.39

 \$ 890.15

" 28	To Balance National Bank Commerce.....	289.81	
------	--	--------	--

 \$1,179.96

OCEAN CITY, MD., June 30, 1916.

To the President, Maryland State Teachers' Association:

We, the undersigned Committee, have the pleasure to report the accounts of the Association have been carefully audited and found correct and very excellently kept.

E. S. BURROUGHS, *Chairman*;

TOWNLEY R. WOLFE,

CAROLYN V. COMPTON.

It was moved, seconded, and carried that the Treasurer's Report be adopted and placed in the minutes of the proceedings.

The next report to be submitted was that of the Committee on Resolutions by Superintendent Albert S. Cook of Baltimore County. This report was read by Secretary Caldwell, as follows:

REPORT OF THE COMMITTEE ON RESOLUTIONS.

1. The Association fully appreciates the splendid work of the Maryland Educational Survey Commission, both in its report and in the laws passed by the Legislature, embodying the suggestions in that report.

2. We pledge our hearty support to the State Board of Education and to the State Superintendent of Education in their administering of these laws in the interests of the children of the State.

3. We desire to thank the speakers on the program, the officers and the Executive Committee of the Association, who arranged the program, and all others who contributed toward the success of this, the 49th Annual Meeting of the Maryland State Teachers' Association.

(Signed) ALBERT S. COOK,

Chairman.

It was regularly moved, seconded, and unanimously voted upon that this report be adopted and ordered placed in the minutes of the proceedings.

The report of the Committee on Legislation was next called for, of which the State Superintendent was the Chairman, and who presented the following report:

REPORT OF THE COMMITTEE ON SCHOOL LEGISLATION.

Another distinct mile post has been reached in the development of the Maryland School System. The position of your Committee is both unique and enviable. Nothing is meant to be said herewith which shall be construed as an appeal for *needed* school legislation. It is a healthful sign for our school forces to know when they have enough—indeed our

only fear is that we have more than we want. No protest can be made by our school officials, for they, *nolens volens*, acquiesced in the provisions of the General Education Bill, which passed the Legislature in its closing days and became the school law for the State on the first day of this month.

The report of the Maryland Survey Commission, in which recommendations to improve school conditions were made to the Governor of Maryland, was not printed and distributed until the last week in January of the present year; the bill embodying these recommendations was drawn early in February and introduced about the middle of that month, and before the Legislature closed its work on April 3, the bill had passed both branches, with few minor changes, by practically a unanimous vote. No other bill before that Legislature was so fundamentally important to our people, no other so universal in its scope and effect, and no other which will so effectually enter the portals of every home and concern itself with the most sacred interests involved therein, as that one which meant to place our school affairs on the highest possible plane of efficiency.

This new law stands out almost in a class to itself as a basis for school achievement. It is doubtful whether any other State has ever combined into a single bill so many big features or has provided in a more effective manner the essential elements of a system of public education. We will not venture to guess how it will be received by our people. It represents the best thought of men who ought to know our needs along educational lines, and at the same time, who are acquainted with the conditions into which this new legislation must fit. It is our business to give it a fair trial; to extend our support and sympathy, and lend ourselves to every movement to have its provisions understood and appreciated. Our people must not grow impatient if its possible benefits are not seen at once. While no law is made to break, it is barely possible that conditions are not just ripe for a strict enforcement of all its provisions the first year of its operation.

We would not be misunderstood by indulging the hope that we may live up both to its letter and spirit by 1920. If this hope is realized, we can, with pardonable pride, boast of our advanced position in school results, and take rank with the most modern and efficient school systems of the nation.

No good end can be served in enumerating all the notable changes made in our school law. It is sufficient to mention the larger ones, viz.:

1. The effect of politics on the schools is minimized by putting in the hands of the Governor of the State full responsibility for the character of the persons who are named as members of the several Boards of Education. These appointments are no longer subject to confirmation by the Senate, and we are relieved of the possibility that School Commissioners belong on the civil list from the county, with the O. K. of the party's committee.

2. Strictly professional matters are entrusted to the State and County Superintendents. All teachers must be nominated for their several posi-

tions by the County Superintendent, who also designates the schools where they are to teach.

3. Both the State Department of Education and the County Board of Education are provided with professional assistants, making it possible to give helpful and close supervision to the work of the schools.

4. The school attendance law is certainly the most ideal which any State ever passed in a single effort. All children between the ages of 7 and 13 years must attend so long as the school is open. Can anyone with the wildest imagination picture what it will mean to the State, the home, and the individual for every child to have the education and training which must come from a six years' experience in a school room? It does not stop there, but guarantees the completion of the work of the elementary grades. If the Legislature had stopped with this single provision, its record on school legislation would have been creditable.

5. State and County Superintendents must be trained for these important positions. Before the enactment of the present law, a school board could, if it so wished, appoint an auctioneer or a town bailiff as superintendent. Of course, teachers "from the year one" have had to pass examinations and secure certificates. Well, superintendents must do the same now.

6. After September 30, 1916, the certification of teachers will be a function of the State Department of Education. Certificates will be renewed, not by enduring another examination, but by taking a six weeks' course in a summer school once in three years. Too much cannot be said in justification of this change. It will be a *State* certificate, valid to teach in any county of the State.

7. Schoolhouse plans must be approved by the State Superintendent of Schools, provided the cost exceeds \$300. This should insure well ventilated, properly lighted and comfortable school rooms, and sanitary conditions of the school plant.

8. Standards in administration, supervision, and teaching are raised, and comfortable salaries are guaranteed school superintendents, supervisors, attendance officers, and high school principals. The fixing of a minimum school tax rate for the county of 34 cents, with power lodged with the County Board of Education to demand a 40-cent county school tax rate, was evidently meant to make it possible to increase the salaries of elementary teachers. The small amount paid this class of teachers, in most of the counties, is the most disreputable practice of the entire State system, and is the one defect which calls for speedy remedy.

No more new features of the law will be discussed in connection with this report for lack of time. All teachers are urged to procure a copy of the law and to acquaint themselves fully with all its provisions.

We trust it may not be out of place to utter a word of warning in behalf of the perpetuity of the law itself. A careful study of its contents is necessary to reveal the tremendous purport of our present school law. Generally speaking, the people have no conception of the radical changes which its operation will bring about. It will be an easy task to

prejudice the popular mind against it, not because it lacks merit, but for the reason it is, in a comparative sense, radically different from the law it supplants, and is not understood.

Believing, as we do, in its efficacy to remedy bad conditions, and knowing that this improvement cannot come unless larger appropriations are made for school maintenance, it is incumbent on both official and teacher to co-operate in shaping public opinion to an appreciation of its worth. Educational mass meetings should continue for at least two more years, and there must be renewed efforts in the community to bring the home and the school into closer co-operation. In some positions, like those of the County Superintendent, primary supervisor, and attendance officer, the law fixes a maximum as well as a minimum salary. One-half of these salaries is to be paid from the State school tax, before distribution is made to the counties, and the State Superintendent of Schools is required to approve these appointments. The underlying idea of this plan is to encourage maximum efficiency in these lines of work; but the purpose will be thwarted and the plan will be brought into disrepute if our County Boards of Education permit personal or friendly considerations to influence their action in determining these salaries, and disregard the merit system in school administration. If the personal element takes precedence over professional worth, we cannot hope that maximum efficiency and maximum compensation will be synonymous terms, as they should be in school circles.

We are all banded together in a cause whose interests are almost as sacred as those of the Christian ministry, and while "every person is worthy of his hire" we detract from the dignity of our high calling by giving way to self-seeking impulses which would place the dollar above the calling. We anxiously await the time when all who are engaged in teaching may receive an adequate wage; but, in the meantime, those of us who are favored with the larger salaries can render a patriotic and unselfish service by insisting that those who disburse our school funds shall be fair to all concerned, and exercise that uncommon kind, which we call *common sense*, in seeing to it that the gap between the wage of the elementary teacher and that paid to other employees of the schools does not become unreasonably wide. These maximum salaries are meant to be attainable, but we must not think we can jump to them by a single effort. We know full well that

"Heaven is not reached by a single bound;
But we build the ladder by which we rise,
From the lowly earth to the vaulted skies;
And we mount to the summit round by round."

Then, too, there are other opportunities we must improve, if we would find a friendly public interest two years hence, when our lawmakers shall convene again. Larger taxes to make possible these extra salaries can be depended on but one ground, and that is, betterment in school conditions. These special salaries make it possible to procure capable men and

women to fill the positions. Woe unto us if we falter in meeting the obligation imposed upon us by the new law! If we cannot find for the time people of recognized fitness for these responsible positions, we should do nothing but wait until they are obtainable. We want capable supervisors and attendance officers, or none at all; for incompetents in these very responsible places will demoralize the whole school situation.

If we can steer clear of these and other possible hindrances to a successful operation of the new law, we may expect the people's support. If we show indifference and put personal interest above public duty there will be a storm of protest, which may sweep our law from our statute books, and we and our opportunities may be repealed at the same time.

It was moved, seconded, and unanimously carried that this report be adopted and ordered placed in the minutes of the proceedings.

Superintendent G. L. Palmer of Frederick moved that an expression of the appreciation of the Association and a vote of thanks be extended to Dr. Stephens for the work he had done in securing the passage of the new Education Law. This motion was seconded and unanimously carried.

A solo was next given by Miss Schaefer.

President Holloway: I was requested to call your attention to the meeting of the National Education Association in New York City next week, beginning on Monday. I need not say a word about the program of this body. The fact that it is the N. E. A. is a sufficient commendation for anything that appears on the program.

The reports of the special committees are next in order. At the last meeting of this Association a resolution was passed providing for the appointment of a Committee of Ten to consider the question of co-ordinating all the educational forces of the State. That Committee was appointed by Dr. Buchner, with Dr. M. Bates Stephens as Chairman. The report will be rendered by Miss Mary G. Logue, a member of the Committee who framed the resolution.

Your Committee, M. Bates Stephens, Chairman; Mary G. Logue, Arthur C. Humphreys, Edward F. Webb, Woodland C. Phillips, Wm. J. Holloway, Andrew H. Krug, Sydney S. Handy, Oscar B. Coblentz and Charles J. Koch, appointed in accordance with a resolution adopted at the last meeting to take under advisement the matter of holding the next annual meeting in Baltimore, has, after due consideration, unanimously agreed upon the following recommendations:

1. That the annual meeting for the year 1917 be held in the city of Baltimore on Monday, Tuesday and Wednesday before Thanksgiving.

2. That the Executive Committee take all necessary steps to bring together all the educational forces of the State, public and private school teachers and officials, normal schools, Baltimore City schools of all grades, agricultural college and its adjuncts, the Johns Hopkins University with its school of technology, the other colleges, and all other institutions, whether public or private, doing educational work.

3. That all State organizations of whatever character, now organized or hereafter to be formed, be requested to affiliate with this Association and hold their annual meeting at the same time and place.

President: This recommendation involves a changing of the time and place for holding the next annual meeting. In 1917, instead of holding the meeting in June, as has been the custom for years, it is proposed now to do away with the June meeting next year and hold the annual meeting in Baltimore City for the three days preceding Thanksgiving. There will rest with the Executive Committee the duty of arranging all the details in connection with this meeting in Baltimore. This recommendation is now before the Association and open to discussion.

Superintendent E. W. McMaster asked where the meeting would be held, and Dr. Stephens replied they had thought of the Lyric as having the largest seating capacity. They had planned to give the afternoons to special departments, and were hoping that the Baltimore City School Board would only have school for one session and thus allow the visiting teachers to visit the city schools. Unless the State Board of Education should decree otherwise, the Normal School would be in session. These plans were only tentative ones, as nothing had been definitely determined upon.

Superintendent McMaster: This new school law provides that we have 183 school days. Holding this meeting in November, as I see it, would necessitate the schools keeping open three days longer in May or opening three days earlier in September. Are we complying with the new law when we take these three days from the school year unless we make them up at some time? Or would these three days be considered as a part of the 183 days?

Dr. Stephens: I would not like to construe that law, but it seems to me that institute work, where teachers are working, would be part of that 183 days, provided it does not last longer than three days.

Dr. Buchner moved that the report of the Committee be adopted. This motion was seconded.

Mr. A. F. Smith: I was opposed to this motion and am still opposed to it. I read the law to mean that there are 183 days in which the schools are to be in session, excluding all institute days. For years I have thought we ought to have a longer school term, and I thought this was a step in the right direction in increasing the school year to 183 days of actual session. So it seems to me it would be entirely unwise to take out this week at Thanksgiving, for it means the whole week. Just what are the objections to these summer meetings, I do not know. Of course, the principal objection has been stated by Superintendent McMaster, that the State has provided a liberal sum of money through the Legislature of 1914 for the meetings to be held in this building. It is proposed then that the meetings shall be taken away from here and taken to Baltimore City. Our Board pays the railroad expenses of our teachers and we always have a good attendance. This Baltimore City meeting might bring a large

crowd from Baltimore City, but how it would reach the rural sections I do not see.

Dr. Buchner: We certainly have been enjoying these three years' hospitality of Ocean City, and especially of the mosquitoes. But when we realize that a few minutes ago we unanimously adopted a resolution pledging our support to the State Superintendent of Schools; when we also realize that one year ago we proposed to this Association that it use the opportunity of correlating all of the educational forces of the State for the advancement of our common cause, and when we realize that we have thought of that thing for a whole year, and as Chairman of this Committee, he brings in this report, unanimously recommended by the Committee, again asking that we use the golden opportunity of correlating all of the educational forces of the State, how are we going to reconcile an action which would refuse to accept the report of this Committee? We have pledged our support to him, and he comes with this recommendation. If the Association should commit suicide by going to Baltimore in Thanksgiving week, the resolution simply proposes that the meeting for 1917 be held in the month of November instead of the month of June. It does not say that we will permanently change the place nor the time of meeting. As the head of our State Department and our school system and many of you realize, we have a more dangerous mosquito to entertain two years hence than the Ocean City mosquito, the politicians, and if we can have a consolidated educational meeting less than six months before the meeting of the General Assembly in 1918, our cause would have a much stronger opportunity to express itself. The least that we can do is to live up to the resolution of support, which we promised to the State Superintendent, and to accept the resolution which he has prepared for us.

Superintendent Webb: I am sure it is not the intention of the Committee to make a permanent change of any kind. It has suggested that for one year, during the year 1917, the annual meeting of this Association be held in Baltimore City in November instead of in June.

This Association in recent years, it seems to me, has had very little influence on the legislation of schools in this State. It seems to me that our entire teaching force, our school influences, including the colleges and all other educational institutions in the State, can have a big meeting at the Lyric for educational purposes in Baltimore City just preceding the meeting of the next Legislature. In this way we could make our influence felt in the State and thereby secure legislation that would be favorable to us and the entire school system. We have not been able to get the people here. In the places where these associations are held in the summer time statistics prove that the attendance is from 8 to 15 per cent. of the teachers, whereas if these meetings are held during the school year statistics prove that the attendance runs from 50 to 80 per cent. I love Ocean City. This makes the twenty-sixth year I have been coming here, and it is a most delightful thing for me, since I have been working in the western part of the State, to get back here in the summer time; but

if we cannot have a fair representation of our teachers at Ocean City, let us try once somewhere else.

Mr. Adams of Baltimore City: We have in Baltimore City recently organized a Men's Association, and we will lend all the help that we can in providing for the comfort and pleasure of the teachers if the meeting should come to Baltimore City. It would help very much if the city and county teachers could get together, and all the members of our Club and all the teachers of the city schools would much appreciate this coming to Baltimore City.

Mr. Townley Wolfe: I, like Mr. Webb, suggest that we could afford to try Baltimore City once, and then leave it to the Association where we meet the next time, and also agree with the point that Dr. Buchner made about the people who have studied over this thing for a year, and whom we appointed last year, and who have now made their report, and I am most heartily in favor of supporting that Committee.

Mr. Gunby of Salisbury: It seems to me that all we have here so far is that old, old feeling of the Western Shore against the Eastern Shore. We are speaking about mosquitoes. That seems to be the prime argument. I do not know of any part of the year they congregate in Baltimore City worse than in the fall. What did we as taxpayers appropriate money for this building? To desert it? We have been seeking all through these meetings for economy, and then to go and in concrete form deny all we have been asking for. I have due respect for this Committee, but they made their report before this meeting was held.

There are too many attractions in Baltimore City to draw people away from the meetings. One point more just occurred to my mind, and that is it is a most commendable thing for some counties to send their teachers away to summer schools for a broader education. We find this difficult in our county and we had to abandon it this year. We had not enough money to run our schools, and we had to cut down sending them away to summer schools this summer; but we could send them here where they met influences which ennobled, elevated and broadened their teaching capacities.

Mr. Webb: I do not think there is any place in the State where the Maryland State Teachers' Association has met three years in succession. It seems to me it would only be fair to divide up as we used to do. I do not think there is anything in our by-laws or resolutions that says we should meet here continuously when this building was built. This building is used for nine months in the year just as all our public school buildings are. Then so far as the Eastern Shore or the Western Shore is concerned, Mr. Gunby and myself hail from within sixteen miles of each other, and I am favoring the meeting in Baltimore City. Mr. Smith is from the western part of the State and he is favoring the Eastern Shore. Let the whole State get together and have a big rousing meeting in Baltimore next November.

Secretary Caldwell then stated that the Association had never authorized the Legislative Committee to ask for an appropriation for a building at Ocean City. He also read the list of places where the Association has met during the last fifty years in order to show that it is not the custom to meet in any one place more than three times in succession.

President: The motion is now up for the vote of the Association. Only those who have paid their membership fees are privileged to vote. All those in favor of the resolution as read, signify by saying "aye"; all those opposed, "no." A rising vote is called for.

The Secretary counted 56 in favor of it and 16 opposed to it, and the President declared the resolution adopted.

President: If there are no other resolutions or any other business to be presented, we now come to the election of officers for the ensuing year. Article 106 of the Constitution provides that the election of officers shall be by ballot, or the Association may record its ballot for any candidate by *viva-voce* vote, the Secretary to cast the ballot for the Association.

Dr. Buchner moved that the second method be used. This motion was seconded and unanimously voted upon.

Superintendent Orem: Never before have I been bold enough to make an original motion for President of the Association. My excuse is that I desire to nominate a man who has long been connected with public school work, who will make a very creditable and efficient President of this Association, a man who although he has withdrawn from the public school service, is still a teacher. I, therefore, nominate Mr. S. S. Handy of St. John's College, Annapolis.

Dr. Krug: It will be a very great pleasure to me to second the nomination. I want to say that Prof. Handy has been a personal friend of mine for only a few years, and yet he is one of those whom one feels one has known for a good long while. The public school teachers of this State know the value of the work he did as principal of Easton High School, and in rising to second his nomination I want to state that as a representative of the Executive Committee and as a representative of the Baltimore City teachers, it will be the very great pleasure of the Baltimore City teachers to help make the next meeting of this Association the most representative meeting of all the interests of the State. Baltimore City needs the inspiration of the professional spirit which has been manifested at this annual meeting.

It may be true that Baltimore City has more money than the counties, but money does not make everything in education, and I think it is a most unfortunate circumstance that any barrier should stand between the interests of the city and the counties. I have been attending these meetings for the last four years. I have enjoyed very highly the hospitality of the people of the counties. I have come to know a good many of the county people, and I think it would be for the common interests of edu-

cation throughout this State if we could get the city and the county people to know each other better. I take very great pleasure in seconding the nomination of Prof. Handy.

Superintendent McMaster: I do not know whether this Association is aware of the fact or not, but Prof. Handy is a Worcester County man, and he came from a family who are all teachers, and I know him to be a most excellent teacher. While Worcester County has lost out with reference to the place and time of meeting, she will be highly gratified to know that she has a son who will preside over that meeting in Baltimore.

Dr. Buchner: I move that the nominations be closed, and that the Secretary of the Association cast the ballot for Mr. S. S. Handy as President of the Association. This motion was seconded.

Mr. S. S. Handy was elected by *viva-voce* vote as President of the Association.

President: The Constitution provides that the retiring President shall become Vice-President. The nominations for Second Vice-President are now in order.

Dr. Buchner: I take pleasure in presenting the name of Miss Sarah E. Richmond as Second Vice-President.

Mr. Murphy seconded the nomination.

It was moved and seconded that the nominations be closed and that the Secretary cast the ballot for Second Vice-President.

Miss Sarah E. Richmond was elected Second Vice-President by *viva-voce* vote.

President: The nominations for Secretary for next year are now in order.

Miss Richmond: Mr. President, this is not an original motion with me. I make it year after year, and it has become my turn again to propose as our next Secretary the Secretary who has so efficiently performed his duties for many years—our present Secretary, Mr. Hugh W. Caldwell.

Miss Mary Logue seconded the nomination.

It was moved and seconded that the nominations for Secretary be closed.

Mr. Hugh W. Caldwell was elected Secretary of the Association by *viva-voce* vote of the Association.

President: The nominations for Treasurer are now in order.

Mr. Webb moved that Dr. R. Berryman be nominated as Treasurer, and this motion was seconded by Superintendent Orem.

It was moved and seconded that the nominations be closed, and Dr. R. Berryman was elected by *viva-voce* vote as Treasurer of the Association.

President: At the last meeting Superintendent G. Lloyd Palmer of Frederick County was elected to fill a vacancy on the Executive Committee

and his term now expires, and nominations for his successor are now in order.

Dr. Buchner: I do not rise to make an original motion, but I do rise to place in nomination for the position Superintendent Palmer.

Mr. Caldwell: I had that nomination in mind. Superintendent G. Lloyd Palmer has made a splendid addition to the Executive Committee. He has enrolled this year 283 members in his county of the Maryland State Teachers' Association. We have over 900 members enrolled now. The largest previous number was at Braddock Heights—955. It would be very gratifying to the President and the officers if we could exceed that greatest number, 955, and if any Superintendents would send us some additional names we would appreciate having them very much.

President: The by-laws provide that when the business of the annual meeting shall be concluded, the retiring President shall introduce the President-elect to the Association, and he shall declare the meeting adjourned *sine die*. I will request Superintendent Orem and Dr. Krug to escort the President-elect to the platform.

Prof. S. S. Handy was escorted to the platform and the President introduced him to the members of the Association.

Prof. Handy: Mr. Chairman and Fellow Teachers—I want to thank you for giving me the honor of being President of this Association. I thank the teachers, and I want particularly to thank Mr. Orem, Dr. Krug and Mr. McMaster. I come from old Worcester, and I am proud of that fact. I spent my boyhood days there.

You have elected me to this honorable position and I thank you for it, and I will do the best I can; and in going to Baltimore I hope I shall have the privilege of bearing with me the dove of peace. I believe in peace, and let us go there with the slogan "On to Baltimore" and the very best meeting we have ever had.

The meeting was declared adjourned *sine die* by the new President, Mr. S. S. Handy.

CONSTITUTION

ARTICLE I.

Name.

SECTION 1. This organization shall be designated and known as The Maryland State Teachers' Association.

ARTICLE II.

Membership.

SECTION 1. All persons actively engaged in educational work in this State are eligible to active membership herein. Any such person may become an active member of this Association by paying the annual dues of fifty cents and signifying assent to this Constitution, and may continue his membership from year to year by the payment of the annual dues aforesaid.

SEC. 2. All friends of education in this State, upon payment of the annual dues, may become associate members, with all privileges of the Association, except the right to hold office and vote in the election of officers.

SEC. 3. Other distinguished educators, and friends of education on being proposed by the Executive Committee, may be elected honorary members of this Association.

ARTICLE III.

Officers.

SECTION 1. The officers of this Association shall be a President, two Vice-Presidents, a Secretary, a Treasurer, and an Executive Committee, consisting of the President as Chairman, the First Vice-President, ex-officio, and three other members, elected by the Association, provided that on the adoption of this Constitution one member shall be elected for the year, one for two years and one for three years. Thereafter, as vacancies occur, the members of said Committee shall be elected for the term of three years. All officers, except the elective members of the Executive Committee, shall hold office for one year and until their successors are duly qualified.

SEC. 2. The President of this Association shall preside at all sessions of the Association and of the Executive Committee; cause this Constitution to be enforced according to the several provisions thereof, appoint members of the standing committees as herein provided and all special committees unless otherwise determined upon by resolution; prepare, with the advice and assistance of the Executive Committee, a program for the annual meetings and arrange for section meetings; sign proper order drawn upon the Treasurer for funds in payment of lawful claims when approved by the Executive Committee, and perform all other necessary duties incident to the office of President.

SEC. 3. The Secretary shall keep a record of the membership of the Association, and of the proceedings of the Association and of the Executive Committee. He shall provide for the printing and the distribution of the complete program, secure special transportation terms for the annual meeting, have charge of the compiling of the proceedings of the annual meeting, and send a copy of same to the office of the Superintendent of Public Instruction within thirty days after said session, disseminate information regarding the work of the Association and of the Executive Committee, keep a record of all claims and of all orders drawn on the Treasurer, and carry on such a correspondence as may seem to him or to the Executive Committee desirable. It shall be the further duty of the Secretary to collect all membership fees, and pay same over to the Treasurer at the end of each month or at such other time as the Executive Committee may direct. He shall have authority to appoint annually an enrolling committee, whose duty it shall be to assist the Secretary in the enrollment of members and such other work as he may direct.

SEC. 4. The Treasurer shall receive and keep an accurate account of all funds belonging to the Association, and pay all orders signed by the President and approved by the Executive Committee. He shall present, at each annual meeting, a written report of the finances with vouchers for all expenditures and other documents pertaining to his office and immediately upon the expiration of his term of office shall turn over to his successor all funds, books, and other papers belonging to the Association.

SEC. 5. The Executive Committee shall have power to fill all vacancies occurring in the offices of the Association, between its annual sessions; officers so chosen shall serve until the next annual session and until their successors are duly qualified; said Committee shall have in charge the general interests of the Association; shall make all necessary arrangements for its meetings, and shall carry into effect all orders and resolutions of the Association not otherwise provided for. It shall call for a report from each Standing Committee annually, same to be presented to the President on or before the first day of the annual meeting. It shall make an annual report to the Association.

ARTICLE IV.

Committees and Departments.

SECTION 1. The President on the second day of each annual session shall appoint and announce the membership of the following Standing Committees and designate the Chairman of each:

- A committee of five on Legislation.
- A committee of three on Educational Progress.
- A committee of three on Auditing Accounts.
- A committee of three on Resolutions.
- A committee of nine to serve as a Board of Managers of the State Teachers' Reading Circle, three only of whom are to be appointed annually and serve for three years.

SEC. 2. Upon the written request of five or more members of the Association that a Special Committee be appointed to take into consideration some particular educational subject, or upon the order of the Association to that intent, the President shall appoint such Special Committee. Each committee so appointed shall present at the annual meeting a written report, either preliminary or complete, and in suitable form for filing or publication.

SEC. 3. There shall be organized upon the adoption of this Constitution, as adjuncts to this Association and subordinate thereto, three departments, namely:

1. The Department of Primary Education.
2. The Department of Rural Education.
3. The Department of Secondary Education.

The Association may on resolution provide at any time such other departments as may seem advisable. Each department shall elect its own officers and sub-divide its work in whatever way may be deemed practicable. Each department shall hold at least one meeting during each annual session of this Association and such other meetings as may be thought necessary. The Secretary of each department shall within ten days after the stated meeting of his department forward to the Secretary of this Association a summary of the proceedings of his department during the preceding year.

ARTICLE V.

Meetings.

SECTION 1. The Association shall hold annual meetings at such time and place as may be determined by the Executive Committee, or by the vote of the Association, and other meetings at a call of a majority of the officers of the Association.

ARTICLE VI.

Election of Officers.

SECTION 1. The officers of the Association shall be elected at the last day's session of the annual meeting in the following manner:

The President shall appoint two tellers to collect and count the ballots. Nominations may be made, and the vote shall then be taken.

The person receiving the majority of the votes cast shall be declared elected. The Association may, however, by a *viva-voce* vote record its ballot for any candidate.

SEC. 2. The President shall be chosen alternately from the teachers, and from the Superintendents and Commissioners, and upon the expiration of his term shall become the First Vice-President of this Association and ex-officio a member of the Executive Committee as provided by Article III, Section 1, of this Constitution.

SEC. 3. All officers elected as above provided shall enter upon the duties of their respective positions immediately upon the close of the annual meeting at which they were elected.

ARTICLE VII.

By-Laws.

SECTION 1. By-Laws not inconsistent with the Constitution may be adopted by a two-thirds vote of the members present at annual meetings and any By-Law may be suspended by a two-thirds vote of the members present.

ARTICLE VIII.

Amendments.

SECTION 1. This Constitution may be altered or amended with the consent of two-thirds of the members present at the annual meeting, but not without a formal notice of the proposed amendment presented in writing at least one day previous to action thereon.

BY-LAWS

ARTICLE I.

Annual Dues.

The annual dues of this Association shall be fifty cents.

ARTICLE II.

President's Address.

The President shall deliver an address on the first day of the annual meeting.

ARTICLE III.

Adjournment.

When the business of the annual meeting shall have been completed, the President shall introduce the President-elect to the Association, and he shall declare the meeting adjourned, *sine die*.

SESSIONS OF THE MARYLAND STATE TEACHERS' ASSOCIATION

- 1.—1866. Western Female High School, Baltimore. President, Thos. D. Baird; Treasurer, A. F. Wilkerson; Recording Secretary, A. F. Wilkerson; number of members, 83.
- 2.—1867. St. John's College. President, Thos. D. Baird; Treasurer, William Elliott, Jr.; Recording Secretary, A. F. Wilkerson.
- 3.—1868. Western Female High School, Baltimore. President, C. K. Nelson; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 4.—1869. Western Female High School, Baltimore. President, P. M. Leakin; Treasurer, Alexander Hamilton, Recording Secretary, William Wardenburg.
- 5.—1870. Hall, House of Delegates, Annapolis. President, J. C. Well-
ing; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 6.—1871. Eastern Female High School, Baltimore. President, W. B. Worthington; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 7.—1872. Court House, Frederick City. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 8.—1873. Lyceum Hall, Hagerstown. President, James M. Garnett; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 9.—1874. Western Female High School, Baltimore. President, D. A. Hollingshead; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 10.—1875. Cumberland, Md. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 11.—1876. City College, Baltimore. (One day during N. E. A.) President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 12.—1877. Easton. President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 13.—1878. City College, Baltimore. President, John F. Arthur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 14.—1879. Court House, Hagerstown. President, P. R. Lovejoy; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 15.—1880. Ocean City. President, M. A. Newell; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 16.—1881. Frederick. President, George M. Upshur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

- 17.—1882. Cumberland. President, A. G. Harley; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 18.—1883. Ocean City. President, George L. Grape; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 19.—1884. Ocean City. President, A. S. Kerr; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 20.—1885. Deer Park. President, J. W. Thompson; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 21.—1886. Blue Mountain House. President, F. A. Soper; Treasurer, Lewis Ford; Recording Secretary, A. F. Wilkerson.
- 22.—1887. Hygeia Hotel, Old Point, Va. President, P. A. Witmar; Treasurer, George S. Grape; Recording Secretary, A. F. Wilkerson.
- 23.—1888. Mountain Lake Park. (With West Virginia Association.) Lewis Ford, First Vice-President; Treasurer, Alexander Chaplain; number of members, 162.
- 24.—1889. Blue Mountain House. President, H. G. Weimer; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 167.
- 25.—1890. Bay Ridge. President, W. H. Dashiell; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 120.
- 26.—1891. Ocean City. President, John E. McCahan; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 236.
- 27.—1892. Blue Mountain House. President, James A. Diffenbaugh; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 140.
- 1893. No meeting of M. S. T. A. Executive Committee, after careful deliberation, postponed meeting until 1894 on account of Columbian Exposition being held in Chicago.
- 28.—1894. Annapolis. President Wilbur F. Smith; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 132.
- 29.—1895. Blue Mountain House. President, M. Bates Stephens; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 129.
- 30.—1896. Deer Park. President, Prof. Charles F. Raddatz; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 78.
- 31.—1897. Blue Mountain House. President, E. B. Prettyman; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 162.
- 1898. No session of M. S. T. A. N. E. A. met in Washington. Ebbitt House was headquarters for Maryland delegation. Officers and Executive Committee of M. S. T. A. met at Ebbitt House and decided to hold no meeting on account

- of meeting of N. E. A. The ledger shows receipt of \$15.00 for membership fees and \$11.40 for badges.
- 32.—1899. Ocean City. President, John T. White; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 144.
- 33.—1900. Chautauqua Beach. President, L. L. Beatty; Treasurer, John E. McCahan; Recording Secretary, A. F. Wilkerson; number of members, 71.
- 34.—1901. Blue Mountain House. President, Edwin Hebden; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 169.
- 35.—1902. Ocean City. President, F. Eugene Wathen; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 166.
- 36.—1903. Ocean City. President, Joseph Blair; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 229.
- 37.—1904. Ocean City. President, H. Crawford Bounds; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 216.
- 38.—1905. Blue Mountain House. President, Arthur F. Smith; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 356.
- 39.—1906. Ocean City. President, Dr. S. Simpson; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 384.
- 40.—1907. Jamestown Exposition. President, Dr. James W. Cain; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 374.
- 41.—1908. Ocean City. President, Albert S. Cook; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 375.
- 42.—1909. Mountain Lake Park. President, Sarah E. Richmond; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 566.
- 43.—1910. Ocean City. President, E. A. Browning;* Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 420.
- 44.—1911. Braddock Heights. President, Howard C. Hill; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 792.
- 45.—1912. Braddock Heights. President, Earle B. Wood; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 955.

*Succeeded Mr. George Biddle, deceased.

- 46.—1913. Annapolis. President, James B. Noble; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 785.
- 47.—1914. Ocean City. President, Woodland C. Philips; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 361.
- 48.—1915. Ocean City. President, Dr. E. F. Buchner; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 720.
- 49.—1916. Ocean City. President, William J. Holloway; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 1,089.

MEMBERSHIP

Maryland State Teachers' Association

The records for 1916 show an enrollment of 1,089, the membership being distributed as follows:

Allegany County.....	55
Anne Arundel County.....	12
Baltimore City.....	40
Baltimore County.....	35
Calvert County.....	1
Caroline County.....	7
Cecil County.....	21
Carroll County.....	19
Charles County.....	15
Dorchester County.....	28
Frederick County.....	283
Garrett County.....	0
Harford County.....	17
Howard County.....	62
Kent County.....	8
Maryland State Normal School.....	16
Montgomery County.....	7
Prince George's County.....	43
Queen Anne's County.....	6
Somerset County.....	46
State Board of Education.....	9
St. Mary's County.....	1
Talbot County.....	61
Washington County.....	96
Wicomico County.....	148
Worcester County.....	46
Miscellaneous	9
Total	1,089

MARYLAND STATE TEACHERS' ASSOCIATION

List of Members 1917

ALLEGANY COUNTY.

1. O. H. Bruce	Westernport
2. Margaret J. Screen	Westernport
3. Ethel F. Bosley	Westernport
4. Grace H. Dando	97 Hill St., Frostburg
5. Nellie V. Boward	9 Independence St., Cumberland
6. Williet Houck	119 Bedford St., Cumberland
7. Mrs. Mary J. Rank	Frostburg
8. G. C. Cooling	Barton
9. Alice K. Bielaski	Cumberland
10. Daisy Cline	Barton
11. H. C. Morgan	Westernport
12. R. R. Ritchie	Lonaconing
13. A. F. Smith	Lonaconing
14. C. L. Staples	Frostburg
15. Nora Geary	Lonaconing
16. Mary Walsh	Lonaconing
17. Nell Cadden	Cumberland
18. Dorothy Hannon	Frostburg
19. Marguerite Marty	92 Independence St., Cumberland
20. Anna Mary Hyde	Frostburg
21. Mrs. B. A. Noone	Cumberland
22. Grace Malamsky	Cumberland
23. Lillie Wasmuth	104 Ormand St., Frostburg
24. Aggie T. Davis	37 Broadway, Frostburg
25. Joseph Hannon	Frostburg
26. Emma Everstine	Cumberland
27. Anne Wagner	Westernport
28. Sarah Curran	Westernport
29. Lydia H. Deneen	Cumberland
30. T. H. Morgan	Frostburg
31. Miss Royal Moyer	Luke
32. Carrie Hepburn	Westernport
33. J. J. Tipton	Cumberland
34. Isabelle Screen	Lonaconing
35. Mary Donahey	Barton
36. Elsie M. Smith	Flintstown
37. Mary Grabenstein	Cumberland
38. Patricia O. Gannon	Barton

39. Loretta Hannon	Frostburg
40. Ella C. Martin	Pekin
41. Ida Eichhorn	Lonaconing
42. Sophia Kline	23 Cumberland St., Cumberland
43. Isabelle Ireland	Cumberland
44. Elizabeth Somerville	Lonaconing
45. Margaret L. Bell	Lonaconing
46. Mrs. Louisa W. Bell	Lonaconing
47. Nellie Hanna	Westernport
48. Mary Hanna	Westernport
49. Sue McKnight	Cumberland
50. May Harper	Cumberland
51. Lela Taylor	Cumberland
52. Edna M. Marshall	Normal School, Frostburg
53. E. F. Webb	Cumberland
54. Elizabeth Meyers	Lonaconing
55. Mattie Stapleton	Lonaconing

ANNE ARUNDEL COUNTY.

1. Mrs. Rebecca Parsons	Millersville
2. Louise W. Linthicum	Annapolis
3. Ethel Collison	Mayo
4. Caroline Heintz	179 Greene St., Annapolis
5. Prof. J. P. Rippere	St. John's College, Annapolis
6. Sidney S. Handy	St. John's College, Annapolis
7. Dr. Thomas Fell	St. John's College, Annapolis
8. Dr. Samuel Garner	Annapolis
9. Annie S. Dodson	Annapolis, R. F. D. No. 2
10. E. May Tydings	Robinson
11. Maud W. Fisher	Greenock
12. Eva M. Carr	Waterbury

BALTIMORE CITY.

1. Margaret A. Madison	931 Poplar Grove St.
2. Edward Reisler	Polytechnic Institute
3. E. H. Read	Catonsville
4. Emma H. Mechem	1916 Park Ave.
5. Charles J. Koch (Supt.)	2915 E. Baltimore St.
6. Charlotte W. Reed	1800 W. North Ave.
7. R. Berryman	Station D
8. Mrs. R. Berryman	Station D
9. Judson Hunt	508 N. Stricker St.
10. Thomas C. Bruff	Towson
11. Nellie H. Cromwell	430 N. Carey St.
12. Clara P. McPherson	328 E. 20th St.
13. L. A. Krug	828 E. Preston St.

14. J. A. Start	10 and 12 N. Howard St.
15. W. G. Matthews	113 W. Conway St.
16. George R. Ellsler	711 E. 21st St.
17. E. F. Buchner	Johns Hopkins University
18. M. Theresa Dallam	Western High School
19. Miss M. I. Witthaus	3621 Greenmount Ave.
20. Miss A. Packie	2513 St. Paul St.
21. Grace I. Gill	Western High School
22. C. W. Byrn	714 Reservoir St.
23. C. E. Turner	339 N. Charles St.
24. Isobel Davidson	300 Park Ave.
25. J. T. Vernay	339 N. Charles St.
26. S. M. North	3409 Morris Ave.
27. Dr. William Burdick	801 Garrett Bldg.
28. David E. Weglein	Western High School
29. Charles E. Adams	3926 Belview Ave.
30. C. Henry Eisenbrandt	306-8 N. Howard St.
31. W. H. Davenport	514 Garrett Bldg.
32. Mrs. M. A. Newell	6 E. Read St.
33. Ethel Gale	1323 Linden Ave.
34. M. Rose Patterson	631 Euclid Ave.
35. Edwin Hebden	720 Euclid Ave.
36. Mrs. Dora K. Statler	2302 Harlem Ave.
37. C. Otto Schoewich	Baltimore City College
38. H. P. Porter	2309 North Calvert St.
39. E. H. Norman	Baltimore Business College
40. Mrs. E. H. Norman	Baltimore Business College

BALTIMORE COUNTY.

1. Lida Lee Tall	300 Park Ave.
2. Carrie G. Richardson	300 Park Ave.
3. Georgia T. Hall	Orangville
4. C. Virginia Robinson	Centerville
5. Ella L. Smith	820 Newington Ave.
6. Thelma De Vries	Marriottsville
7. Joseph Blair	Sparrows Point
8. Samuel M. Shoemaker	Eccleston
9. Reitter Russell	Reisterstown
10. Edwin R. Stringer	Glyndon
11. Albert A. Blakeney	Ilchester
12. John Arthur	Fork
13. James P. Gordon	Whitehall
14. John Gross	Rossville
15. Albert S. Cook	Towson
16. Mrs. Albert S. Cook	Towson
17. Frank G. Scott	Cockeysville
18. Olivia A. Hershner	Towson

- | | |
|----------------------------|-------------------------------|
| 19. John T. Hershner | Towson |
| 20. Walter V. Gray | Towson |
| 21. Martha Lynch | Sparrows Point |
| 22. Mary Risteau | Towson |
| 23. Mrs. Laura Phelps Todd | 1618 Linden Ave., Baltimore |
| 24. Townley R. Wolfe | 3518 Bank St., Baltimore |
| 25. Miss J. E. Wolfe | 3518 Bank St., Baltimore |
| 26. Mary G. Logue | Highlandtown |
| 27. Leah C. Watts | Pikesville |
| 28. Clara S. Dobbin | The Walbert, Baltimore City |
| 29. Erla R. Read | Walker Ave., Govans |
| 30. Annie J. Godfrey | School 2, Highlandtown |
| 31. M. Annie Grace | 25 S. Linwood Ave., Baltimore |
| 32. Edna L. Zink | Lutherville |
| 33. Katherine Valentine | 216 Myrtle Ave., Baltimore |
| 34. Arthur Crommer | Towson |
| 35. Mrs. Gertrude Stabler | Freeland |

CALVERT COUNTY

- | | |
|----------------------|----------|
| 1. M. Susie Magruder | Solomons |
|----------------------|----------|

CAROLINE COUNTY.

- | | |
|-------------------|-----------------------------|
| 1. Lillie E. Doty | Greensboro |
| 2. H. H. Murphy | Federalsburg |
| 3. Irah Corey | Federalsburg |
| 4. Irah Griffith | Federalsburg |
| 5. Mary Hyland | Federalsburg |
| 6. Mabel Baker | Denton |
| 7. Addie Gale | 1323 Linden Ave., Baltimore |

CARROLL COUNTY

- | | |
|------------------------|----------------------|
| 1. Nora J. Ecker | Uniontown |
| 2. M. H. Buffington | Union Bridge |
| 3. Widdowson James | Westminster |
| 4. J. K. Smith | Mt. Airy |
| 5. W. M. Penn | Westminster |
| 6. I. A. Buckingham | Westminster, Route 5 |
| 7. Harvey T. Rill | Hampstead |
| 8. Wilbur L. Koontz | Taneytown |
| 9. Charles Reed | Westminster |
| 10. George F. Morelock | Westminster |
| 11. F. R. Young | Mt. Airy |
| 12. J. Keller Smith | Mt. Airy |
| 13. J. Pearre Wantz | Westminster |

14. J. H. Allender	Alesia
15. Dr. William D. Hopkins	Mt. Airy
16. Arthur W. Feeser	Westminster
17. C. G. Devilbiss	New Windsor
18. A. N. Zentz	Finksburg
19. Margaret M. Robinson	Western Maryland Col., Westminster

CECIL COUNTY

1. Lera White	Rising Sun, R. F. D. No. 2
2. Sadie Nicoll	Chesapeake City
3. Frances M. Cleaves	Elkton
4. Mary Emily Clark	Cecilton
5. Caroline W. Stump	Perryville
6. Carrie P. Wright	Chesapeake City
7. Mary C. H. Walters	Chesapeake City
8. Bessie W. Squier	Port Deposit
9. Stella M. Bishop	Warwick
10. John A. Williams	5612 Penn St., Philadelphia, Pa.
11. Sarah R. Miller	Colora
12. Ethel S. Taylor	Aikin
13. Ruth B. Mills	Chesapeake City
14. Helen H. Windle	Chesapeake City
15. Lizzie F. Wells	Elkton
16. John E. Edwards	Tome School, Port Deposit
17. Mary H. Cooper	Laurel, Delaware
18. Hugh W. Caldwell	Chesapeake City
19. Mrs. Hugh W. Caldwell	Chesapeake City
20. Grace C. Wells	Elkton
21. Mrs. L. E. B. Jackson	Port Deposit

CHARLES COUNTY

1. Annie Brookbank	Newport
2. Mary Kemp	Welcome
3. Emily Marburg	Riverside
4. Elizabeth Gray	Nanjemoy
5. Annie St. Clair	Ryerville
6. Lucile Speaker	Grayton
7. Lucille Tippet	Pomonkey
8. Mrs. G. M. Gardiner	White Plains
9. Samuel C. Linton	Grayton
10. Marie Freve	Thompkinsville
11. George E. Medley	Pisgah
12. Katherine Freeman	Du Bois
13. M. Louise Jameson	Popes Creek
14. Constance E. Huitt	Beny
15. C. Alene Burch	Bryantown

DORCHESTER COUNTY.

1. E. F. Bradley	Hurlock
2. J. W. Brooks	Madison
3. William P. Andrews	Crapo
4. E. Lee Morris	Federalsburg
5. Edwin Dashiell	Cambridge
6. Oliver Spedden	Cambridge
7. J. B. Meredith	Cambridge
8. A. R. Spaid	Cambridge
9. Mrs. W. A. Martin	Cambridge
10. Nannie C. Le Compte	Cambridge
11. Alice D. Murphy	Bishop's Head
12. J. B. Noble	Cambridge
13. Miss C. Collins	Hurlock
14. Susie Collins	Hurlock
15. Leon Jones	Church Creek
16. Lillian Jones	Church Creek
17. Annie E. Corner	Cambridge
18. Annie Tate	Cambridge
19. Cathell Carroll	Hurlock
20. J. L. Kerr	Cambridge
21. Sadie Wall	Cambridge
22. Elizabeth A. Mundy	Cambridge
23. Susie Hurlock	Cambridge
24. E. C. Seitz	Cambridge
25. W. Holton Parr	Still Pond
26. Edith Andrews	Hurlock
27. Bertha M. Robinson	Cambridge
28. Myrtle R. Short	Vienna

FREDERICK COUNTY

1. Ada Lewis	Lander
2. Raymond E. Martz	Detour
3. Rob't J. Ridgley	Burkittsville
4. Chas. L. Leatherman	Smithsburg
5. Geo. W. Cecil	Walkersville
6. M. Gertrude Barnes	Monrovia
7. Henry E. Flook	Frederick
8. Geo. L. Etzler	LeGore
9. Myrtle B. Myers	Unionville
10. Bettie Specht	Pt. of Rocks
11. Nellie Sigafoose	Pt. of Rocks
12. Ethlene Thomas	Frederick
13. Estelle Whitter	Brunswick
14. G. Lloyd Palmer	Frederick
15. Ella V. Krieg	Frederick

16.	S. Fenton Harris	Frederick
17.	Margaret Duvall	Frederick
18.	P. A. Hauver	Middletown
19.	Stanley Pryor	Smithsburg
20.	Carrie E. Swomley	Ijamsville
21.	Amon Burgee	Frederick
22.	E. Russell Stockman	Frederick
23.	Katharine M. Bartgis	Frederick
24.	Irma V. Biggs	Frederick
25.	Ruth N. Dean	Frederick
26.	Alvida B. Delashmutt	Frederick
27.	Kate I. Shank	Frederick
28.	Beulah D. Moberly	Frederick
29.	Helen Stauffer	Walkersville
30.	Marion K. Green	Frederick
31.	Hal Lee T. Ott	Frederick
32.	Pauline Gilbert	Frederick
33.	Geo. L. Miller	Frederick
34.	Chester G. Clem	Frederick
35.	Spencer C. Stull	Frederick
36.	Mary C. Ott	Frederick
37.	Harry J. Kefauver	Frederick
38.	E. Stanley Bowlus	Frederick
39.	Chas. A. Wolfe	Frederick
40.	Jas. C. Biehl	Frederick
41.	Grace Bowers	Lewistown
42.	Mary J. Shuff	Emmitsburg
43.	Rose T. Yingling	Libertytown
44.	Madeline Frailey	Emmitsburg
45.	Gladdys Duggan	Frostburg
46.	Nell Fischer	Frostburg
47.	Bertha Trundle	Frederick
48.	S. Price Young	Frederick
49.	Ida V. Phleegee	Frederick
50.	C. N. Frushour	Myersville
51.	F. D. Harshman	Walkersville
52.	A. W. Nicodemus, Jr.	Buckeystown
53.	Cyrus F. Flook	Myersville
54.	Wm. P. Morsell	Frederick
55.	Oscar B. Coblenz	Frederick
56.	Jas. H. Gambrill, Jr.	Frederick
57.	Dr. Ralph Browning	Myersville
58.	Harry Wood	New Market
59.	Mary Burger	Frederick
60.	Edith M. Miller	Frederick
61.	Marie E. G. Haller	Frederick
62.	Sadie Hahn	Frederick

63. Katie Ziegler	Frederick
64. Charlotte Delashmutt	Frederick
65. Hattie Bell	Frederick
66. Virgil Doub	Middletown
67. Edith G. Wiles	Frederick
68. Merle Wiles	Thurmont
69. Bessie M. Bell	Frederick
70. C. M. Phleeeger	Frederick
71. Wallace R. Beall	Libertytown
72. Frank Mohler	Frederick
73. Mary E. Culler	Frederick
74. Chas. H. Remsburg	Frederick
75. Lillie M. Wiener	Frederick
76. Pearl A. Eader	Frederick
77. Blanche R. Stone	Frederick
78. Katherine M. Wiener	Frederick
79. Edith S. Gardiner	Frederick
80. Nellie Mateny	Frederick
81. Mildred DeLashmutt	Frederick
82. Nellie C. Carrott	Frederick
83. Anna Simmons	Frederick
84. Sadie Spurrier	Frederick
85. Ruth Gilbert	Frederick
86. Louise James	Frederick
87. Orie Schmidt	Frederick
88. Huldah Brust	Frederick
89. Edna Schaeffer	Frederick
90. Chas. V. Wastler	Buckeystown
91. Burwell Linchicum	Frederick
92. O. Glenn Harne	Myersville
93. Geo. L. Twenty	Frederick, R. 6
94. E. Louise Schley	Frederick
95. H. D. Beachley	Thurmont
96. Alva Isanogle	Thurmont
97. Ruth Firor	Thurmont
98. Jesse Poole	Thurmont
99. Lewis D. Crawford	Thurmont
100. Barbara Wineman	Thurmont
101. Nora M. Loy	Thurmont
102. M. Beth Firor	Thurmont
103. M. Grace Henshaw	Thurmont
104. Mrs. Anna M. Jones	Thurmont
105. Linnie McGuigan	Thurmont
106. F. R. Neighbors	Buckeystown
107. Ethel G. Lowe	Libertytown
108. Benj. W. Daily	Frederick
109. Amy Brandenburg	Myersville

110. Mary Deeter	Myersville
111. Anna M. Rowe	Emmitsburg
112. Carrie Rowe	Emmitsburg
113. Eva Rowe	Emmitsburg
114. Lucy Best	Middletown
115. Wm. E. Hauver	Myersville
116. R. M. Doub	Middletown
117. Marcelene Kefauver	Middletown
118. R. B. Wyand	Middletown
119. Columbus W. Haupt	Middletown
120. Nora Wise	Middletown
121. Edna Mock	Middletown
122. Edna Lighter	Middletown
123. R. E. Kieeny	Middletown
124. Morris T. Delauter	Frederick
125. H. R. Kinnaman	Frederick
126. Mary M. Scheel	New Market
127. Mary Slagle	Jefferson
128. Claude Stottlemeyer	Frederick
129. Bertha Grabill	Walkersville
130. Margaret Dronenburg	Lime Kiln
131. Minnie Cookerly	Middletown
132. A. L. Beachley	Middletown
133. C. P. Pryor	Thurmont
134. Clara Rowe	Emmitsburg
135. Frances E. Rowe	Emmitsburg
136. Clara Pettingall	Doubs
137. Mary Leehan	Brunswick
138. J. May Bond	Johnsville
139. Ruth Reddick	Walkersville
140. Edith Nicodemus	Walkersville
141. Ethel Fogle	Walkersville
142. Mae I. Dorcus	Woodsboro
143. Nellie B. Thomas	Buckeystown
144. Jennye M. Wolfe	Myersville, R. 1
145. Roger Peck	Frederick
146. M. Luella Marriotte	Brunswick
147. Geo. W. Manahan	Sabillasville
148. Geo. R. Stottlemeyer	Smithsburg
149. Nellie Gray	Lantz
150. Emma I. Long	Rocky Ridge
151. Walter S. Rice	Thurmont
152. Clyde Gray	Lantz
153. Olive Ruth Eyer	Emmitsburg
154. Lottie Eyer	Emmitsburg
155. J. Orville Kefauver	Brunswick
156. Grace Cage	Brunswick

157. Lucy M. Jones	Berkley, Harford County
158. Jemima Ridgley	New Market
159. M. Ruth Smith	Frederick
160. Daisy Darner	Jefferson
161. Helen Cochran	Jefferson
162. Nina V. Marriotte	Doubs
163. Ida S. C. Cline	Myersville
164. Blanche E. Cover	Mt. Airy
165. Thomas G. Mumford	Braddock Heights
166. Anna Wolfe	Union Bridge
167. Mary K. Reid	Brunswick
168. Muriel Fogle	Brunswick
169. C. L. Munshour	Thurmont
170. Howard W. Bussard	Thurmont
171. Emory F. Stottlemeyer	Thurmont
172. Chas. C. T. Stull	Lewistown, R. 1
173. Ida N. Rinehart	Myersville
174. Clara Favorite	Thurmont
175. Ada Favorite	Thurmont
176. Nettie M. Miller	Mt. Airy, R. 3
177. Edith Sigmund	Thurmont
178. Edith Miller	Frederick
179. C. Bess Castle	Frederick
180. Helen Fogle	Woodsboro
181. S. Herman Swartz	Urbana, Frederick County
182. Daniel O. Metz	Johnsville
183. Etta Brierly	Brunswick
184. Adam Roser	Frederick
185. B. F. Hildebrand	Woodsboro
186. Florence DeMuth	Thurmont
187. Grace Mahoney	Brunswick
188. Evelyn Evans	Brunswick
189. Anna Byrd	Brunswick
190. E. Virginia Wenner	Brunswick
191. Anna Wenner	Brunswick
192. Elsie Talbott	Brunswick
193. M. Chaille Waller	Brunswick
194. Josephine Solomon	Brunswick
195. Carolyn Compton	Brunswick
196. Hannah Crothers	Frederick
197. Emmert C. Stottlemeyer	Myersville
198. Ruth Hummer	Walkersville
199. G. Pearl Thomas	Frederick
200. Harvey Grossnickle	Myersville
201. Susie Derr	Frederick
202. Lucille Shannon	Brunswick
203. Littleton C. Fox	Thurmont

204. Samuel B. Plummer	New Market
205. Lena J. Derr	Frederick, R. 4
206. Dorothy Cramer	Frederick
207. Thomas C. Bittle	Myersville
208. Geo. O. Poffinberger	Lantz
209. Ruth Poffinberger	Lantz
210. Edith M. Thomas	Frederick
211. Oscar M. Fogle	Brunswick
212. Marshall Leatherman	Myersville
213. Shirley Biggs	Westernport, Md.
214. G. Nellie Koogle	Myersville
215. Mary E. Beachley	Middletown
216. Orpah Kefauver	Middletown
217. Eva Doty	Jefferson
218. Lucy Adelsburger	Thurmont
219. Katie Murphy	Frederick
220. J. Norman Harper	Frederick
221. Chloe Cecil	Walkersville
222. Bertha M. Wiener	Burkittsville
223. Nora E. Grabill	Brunswick
224. J. W. Fry	Thurmont
225. Wm. L. Brown	Frederick
226. Lloyd M. Koogle	Myersville
227. Isabel Zimmerman	Frederick
228. Esther Heimer	Thurmont
229. Narcie Marriotte	Adamstown
230. Buhl Simpson	Frederick, R. 6
231. Clyde Burgee	Frederick
232. Mary C. Routzahn	Myersville
233. J. Calvin Hoffman	Adamstown
234. Bernadette M. Kemper	Emmitsburg
235. Edith Fink	Middletown
236. Lillian Rothenhoefer	Frederick
237. Geo. F. Moss	Frederick
238. Jesse O'Hara	Adamstown
239. Emily A. Garrett	Knoxville
240. S. M. Taylor	Mt. Airy
241. Margaret G. Roderick	Jefferson
242. Cleta Reddick	Walkersville
243. Belva Stottlemeyer	Smithsburg
244. Frances Doub	Braddock Heights
245. Catherine Albaugh	Thurmont
246. Olive E. Bowlus	Burkittsville
247. Ruth N. Sidwell	Johnsville
248. A. Virginia Reich	Brunswick
249. Bryan Gladhill	Myersville
250. Mildred V. Bohn	Union Bridge

251. M. J. Palmer	Lewistown
252. Mary R. Witter	Frederick
253. Louise Miller	Knoxville
254. Chas. W. Summers	Myersville
255. Katie Summers	Myersville
256. Mary Thomas	Frederick
257. Mrs. May Gaylor	Middletown
258. Edith M. Davis	Monrovia
259. Minnie S. Keller	Buckeystown
260. T. C. Cobleintz	Frederick
261. Alvey Horine	Myersville
262. Chas. C. Hauver	Thurmont
263. W. D. L. Harne	Smithsburg
264. Wm. E. Bowlus	Middletown
265. Roger G. Harley	Frederick
266. Ruth Lewis	Knoxville
267. Frances Talbott	Tuscarora
268. Pauline Baker	Taneytown, R. 3
269. Amy Summers	Myersville
270. A. E. Sensenbaugh	Smithsburg
271. R. W. Pryor	Smithsburg
272. Ada E. Martz	36 E. 3rd St., Frederick
273. Grace S. Martz	36 E. 3rd St., Frederick
274. Mollie F. Pryor	Smithsburg
275. S. S. Stabler	Frederick
276. P. A. Hauver	Middletown
277. McClure H. Haupt	Middletown
278. R. X. Day	Tuscarora
279. Miss Flora R. Weltz	Rocky Ridge
280. Marie Eyler	Thurmont
281. Pauline Baker	Emmitsburg
282. Frances Talbott	Point of Rocks
283. C. B. Cox	New City Hotel, Frederick

HARFORD COUNTY

1. Charles H. Schuster	Jarrettsville
2. C. Milton Wright	Bel Air
3. A. F. Galbreath	Darlington
4. Earl C. Baity	Street
5. Margaret McDonalds	Havre de Grace
6. Laura B. Tammany	Havre de Grace
7. Mattie Offley	Havre de Grace
8. Anna C. Healy	Havre de Grace
9. M. Nellie Barron	Havre de Grace
10. Sallie P. Galloway	Havre de Grace
11. Mary E. Gorrell	Havre de Grace

12. Florence Cronnin	Havre de Grace
13. M. Susanna Nelson	Havre de Grace
14. Charlotte Carroll	Havre de Grace
15. Theodore G. Schad	Havre de Grace
16. J. Herbert Owens	Havre de Grace
17. Carrie A. Dill	Baldwin

HOWARD COUNTY

1. John W. Selby	Ivory
2. Joseph H. Leishear, Jr.	Ellicott City
3. Woodland C. Phillips	Ellicott City
4. Lucy L. Radcliffe	Elkridge
5. Frances Mollman	Elkridge
6. Marian Bounds	Elkridge
7. Julia R. Kyne	Elkridge
8. Antoinette S. Pindle	Ilchester
9. Marjorie Merrick	Dorsey
10. M. A. Pfeiffer	Ellicott City
11. Florence I. Arnold	Ellicott City
12. Edna S. Arnold	Ellicott City
13. Jennie E. Kirby	Ellicott City
14. S. Elizabeth Meade	Ellicott City
15. Roberta Thompson	Ellicott City
16. Herbert A. Lawson	Ellicott City
17. Bertha R. Brown	Ellicott City
18. Geraldine Waters	Ellicott City
19. Annie E. Johnson	Ellicott City
20. Ida M. Brian	Ellicott City
21. Mamie Scott	Ellicott City
22. Flora E. Brian	Ellicott City
23. Cecilia Neuman	Ellicott City
24. Mary A. Hildebrandt	Alberton
25. Ethel Miller	Alberton
26. Annie E. Rhine	Elioak
27. M. Christine Stokes	Woodstock
28. Mrs. Howard Saffell	West Friendship
29. Grace M. Picking	Marriottsville
30. Edna Dorsey	Sykesville
31. Nannie M. Dudley	Ivory
32. Susan V. Hill	Woodstock
33. Etta B. Hanigan	Ellicott City
34. Edna R. Talmage	Sykesville
35. Emma E. Shipley	Glenelg
36. Jessie Abbott	Watersville
37. Josephine C. D'Unger	Lisbon
38. Virginia Meade	Lisbon

39. Lillian Thomas	Cooksville
40. Mabel C. Hinton	Florence
41. Katharine V. Stevens	Glenwood
42. Frank E. Smith	Rover
43. Alma R. Meidballa	Daisy
44. Reno Dorsey	Woodbine
45. Louisa Harrison	Dayton
46. Miss A. M. Roberts	Clarksville
47. Kate L. Howard	Clarksville
48. La Rue Brandenburg	Clarksville
49. Louise Childs	Fulton
50. Alice Peters	Laurel
51. Elsie D. Stoll	Savage
52. Mildred Carpenter	Savage
53. Mabel V. Carr	Savage
54. Dora E. Grimes	Savage
55. Janet Kirkpatrick	Laurel
56. Nellie M. Harn	Guilford
57. Emily G. Parlett	Atholton
58. Elizabeth Harding	Laurel
59. Ethel Duvall	Jessup
60. Katharine Warfield	Atholton
61. Emma La Mar	Marriottsville
62. Beulah Sellers	Lisbon

KENT COUNTY

1. Mattie R. Whitaker	Galena
2. Mabel Price	Box 107, Middletown, Del.
3. Lydia Jones	Millington
4. Mark Creasy	Chestertown
5. Jeannette Gooding	Chestertown
6. Jefferson L. Smyth	Chestertown
7. I. C. Robinson	Chestertown
8. Clara H. Bryan	Millington

STATE NORMAL SCHOOL

1. Sarah E. Richmond	State Normal School
2. Herbert H. Murphy	State Normal School
3. Willis H. Wilcox	State Normal School
4. Ernest E. Race	State Normal School
5. Ella V. Ricker	State Normal School
6. Mary H. Scarborough	State Normal School
7. Florence A. Snyder	State Normal School
8. Camilla J. Henkle	State Normal School
9. Lillian Lee Clark	State Normal School

10. Robert L. Haslup	State Normal School
11. L. Mabel Nims	State Normal School
12. Anita Dowell	State Normal School
13. Minnie L. Davis	State Normal School
14. Elsie I. Hichew	State Normal School
15. Mary T. Wiedefeld	State Normal School
16. Mary H. Taylor	State Normal School

MONTGOMERY COUNTY

1. Mrs. Laura E. Barnsley	Rockville
2. Effie G. Barnsley	Rockville
3. Mary Magruder	Sandy Springs
4. T. C. Bailey	3920 Grant Road, Washington, D. C.
5. Albert E. Warthen	Monrovia, Frederick County
6. W. B. Burdette	Rockville
7. Emma A. Washington	Brooklyn, D. C.

PRINCE GEORGE'S COUNTY

1. W. R. C. Connick	Baden
2. Clara Gibbons	Baden
3. H. F. Mitchell	Laurel
4. Alice Jones	Lanhon
5. E. V. Duvall	Clinton
6. Emma E. Walker	Capitol Heights
7. Bessie B. Warner	Box 278, Sta. H, Washington, D. C.
8. Belle R. Marlow	26 E. Lanvale St., Baltimore
9. Maria C. Queen	Waldorf, Charles County
10. Nellie Grant	Upper Marlboro
11. Josephine Wilson	Upper Marlboro
12. Gertrude Wyvill	Upper Marlboro
13. Caroline H. Dashiell	Hyattsville
14. Ruth Wyvill	Upper Marlboro
15. Anna Beaton	Seat Pleasant
16. Regina Hill	Seat Pleasant
17. Marie Blundon	Riverdale
18. C. L. Tighe	Laurel
19. Lillian E. Waters	Brandywine
20. Kate M. Shyrock	Hyattsville
21. Mary Wyvill	Upper Marlboro
22. S. Leah Gibbons	Richie
23. Edna E. Waring	Laurel
24. Ethelyn W. Waring	
25. Nellie Wickham	Croome
26. K. J. Morris	Hyattsville
27. Mary Garner	Baden

28. Rosa L. Johnson	Ednoy, Montgomery County
29. F. G. Awalt	Laurel
30. Olyve Gibbons	North Keys
31. Virginia Sylvester	Aquasco
32. Helen Briscoe	Aquasco
33. Eva Turner	Malcolm, Charles County
34. Annie B. Wilson	Laurel
35. Mary E. Nalley	Brentwood
36. E. S. Burroughs	Upper Marlboro
37. Alice McCullough	Laurel
38. Della Nalley	Brentwood
39. Maud Selby	Cheltenham
40. Blanche Ogle	Croome
41. Prof. James E. Metzger	College Park
42. F. B. Gwynn	Clinton
43. M. E. Burton	Laurel

QUEEN ANNE'S COUNTY.

1. Graham Watson	Centerville
2. B. J. Grimes	Centerville
3. Dr. John R. Barton	Stevensville
4. R. V. Truitt	Sudlersville
5. Emma McKnett	Templeville
6. S. Pearle Cooper	Templeville

SOMERSET COUNTY

1. Belle Layfield	Princess Anne
2. Mrs. C. B. Whittington	Marion Station
3. May Stevenson	Crisfield
4. Agnes Lair	Crisfield
5. May Cannon	
6. May A. Long	Westover
7. Mrs. Lillie H. Dally	Shellton
8. Prof. A. A. Gladden	Marion
9. Mrs. Ulmont Betsworth	Crisfield
10. Ethel Johnson	Crisfield
11. Prof. H. T. Ruhl	Princess Anne
12. Ruth Tawes	Crisfield
13. Zenobia Miles	Upper Fairmount
14. Mattie V. Seatt	Crisfield
15. Nellie Nelson	Crisfield
16. Nellie H. Davis	Crisfield
17. Mrs. Mary D. Fitzgerald	Princess Anne
18. Mrs. Arinthia Marsh	Tylerton
19. Margie E. Merrill	Pocomoke City, R. F. D. No. 1

20. J. M. Geoghegan	Princess Anne, R. F. D. No. 2
21. Edna Daugherty	Crisfield, R. F. D. No. 2
22. Miss Norris Sterling	Crisfield, R. F. D. No. 2
23. Lillian Fooks	Princess Anne, R. F. D. No. 1
24. Ruby N. Bowers	Princess Anne, R. F. D. No. 2
25. Naomi B. Tawes	Crisfield
26. Mrs. Kate Howard	Crisfield
27. Marian A. Nelson	Crisfield
28. A. P. White	Oriole
29. Sallie E. Milligan	Westover
30. Willie S. Riggins	Crisfield
31. E. Gertrude Curtis	Crisfield
32. E. Clifton Ryall	Fruitland
33. Priscilla Sterling	Crisfield
34. Lillian Burke	Crisfield
35. Nannie C. Fontain	Princess Anne
36. Mrs. Addie E. Bond	Princess Anne
37. Emily I. Dashiell	Princess Anne
38. W. H. Dashiell	Princess Anne
39. Susie E. Collin	Princess Anne
40. O. B. Landon	Crisfield
41. Elizabeth Parks	Chance
42. G. T. Atkinson	Crisfield
43. Charles W. Long	Princess Anne
44. Inez E. Tyler	Chance
45. Ada Phillips	Princess Anne
46. Elizabeth Anderson	Deal's Island

STATE BOARD OF EDUCATION

1. Gov. Emerson C. Harrington	Annapolis
2. Dr. M. Bates Stephens	Annapolis
3. Dr. Thomas H. Lewis	Westminster
4. Thomas H. Bock	Princess Anne
5. William T. Warburton	Elkton
6. Dr. John O. Spencer	Morgan College, Baltimore
7. Henry Shriver	Cumberland
8. Wirt A. Duval	
9. Mrs. R. A. Beasley	Annapolis

ST. MARY'S COUNTY

1. Rosa I. Milburn	Maddox
--------------------	--------

TALBOT COUNTY

1. Nannie I. Stevens	Oxford
2. Norman E. Smith	St. Michaels

3. Nettie S. Martin	Trappe
4. Fannie C. Marvel	Easton
5. Ethel Cooper	Bozman
6. Sadie Bridges	Bozman
7. Ethel Kemp	Trappe
8. Sarah D. Kemp	Trappe
9. C. A. McBride	Easton
10. Susan E. Marshall	St. Michaels
11. Natalie M. Robinson	Royal Oak
12. Sallie R. Gibson	Tilghman
13. Grace S. Holmes	Easton
14. Hettye I. Newman	Oxford
15. Laura P. Newman	Oxford
16. Ethel A. Carroll	Trappe
17. Mabel E. Carroll	Trappe
18. Mary W. Shillinger	Easton
19. Clara B. Price	Queen Anne
20. Nellie R. Stevens	Oxford
21. Ella J. Stevens	Oxford
22. Ruth Ann Stewart	Oxford
23. Erma B. Stewart	Oxford
24. May M. Kemp	Trappe
25. Cora Dodson	St. Michaels
26. Addie M. Dean	St. Michaels
27. Alice McDaniel	Easton
28. Pearl Cox	St. Michaels
29. Mary L. McDaniel	St. Michaels
30. M. Beale Merrick	Denton, Caroline County
31. Hennie M. Merrick	Trappe
32. Adella V. Griffin	Trappe
33. Hazel S. Dyott	Trappe
34. Ethel D. Spencer	Easton
35. H. Lee Anthony	Oxford
36. Irene Roe	Cordova
37. M. Neva Seymour	Trappe
38. Bessie A. Gretzinger	Easton
39. Alice E. Dawson	St. Michaels
40. Anna D. Pearce	Easton
41. Katherine S. Dexter	Trappe
42. Bertie Wright	Easton
43. Isabelle B. Mullikin	Trappe
44. M. Ella Smith	Oxford
45. Ethel Wood	Easton
46. Emma Thomas	St. Michaels
47. Della V. Altvater	Easton
48. Mrs. Annie M. E. Mason	Easton
49. Joseph F. Valliant	Valliant

50. J. McKenny Willis	Oxford
51. Martin M. Wright	Easton
52. W. D. J. Morris	St. Michaels
53. Nicholas Orem	Easton
54. Clara F. Mason	Easton
55. Mrs. Nina Bridges	Bozman
56. L. Beatrice Cookman	Oxford
57. Ruth Taylor	Hurlock
58. Bernice M. Donoho	Oxford
59. Helen K. Lowe	Sherwood
60. J. Naomi Wilson	Cordova
61. Virginia Bouldin	Oxford

WASHINGTON COUNTY

1. Edith M. Hill	Hagerstown
2. J. W. Eavey	Sharpsburg
3. Helen L. Highberger	Sharpsburg
4. Charles E. Dryden	Hagerstown
5. Miss Bertha V. Myers	Sharpsburg
6. A. C. Proffenberger	Hagerstown
7. Laura V. Spielman	175 Summit Ave., Hagerstown
8. Eva Virginia Huyett	755 W. Washington St., Hagerstown
9. Daysye E. Frushe	631 George St., Hagerstown
10. Anna M. Storey	1015 Oak Hill Ave., Hagerstown
11. E. Rebecca Brown	448 W. Washington St., Hagerstown
12. John D. Zentmyer	Hagerstown, R. F. D. No. 3
13. Edith M. Hill	Hagerstown
14. J. B. H. Bowser	803 Hamilton Blvd., Hagerstown
15. H. M. Lippy	132 Broadway, Hagerstown
16. I. Keller Shank	Hagerstown, R. F. D. No. 5
17. Anna Miller	421 W. Washington St., Hagerstown
18. May Wishard	417 Reynolds Ave., Hagerstown
19. Ruth A. Gabriel	121 E. North St., Hagerstown
20. Maud Sperow	145 Summit Ave., Hagerstown
21. G. W. McBride	Boonsboro, Washington County
22. Aleora A. Sauco	240 S. Potomac St., Hagerstown
23. A. Mary Gerber	262 S. Potomac St., Hagerstown
24. Bernadene Zombro	27 Elizabeth St., Hagerstown
25. Catherine Futterer	263 S. Potomac St., Hagerstown
26. Anna R. Martz	150 S. Mulberry St., Hagerstown
27. Mattie V. Myers	19 S. Mulberry St., Hagerstown
28. Myrtle I. Baechtel	342 N. Cannon Ave., Hagerstown
29. Nellie Hoover	414 S. Potomac St., Hagerstown
30. Floss Hoffhine	57 East Ave., Hagerstown
31. Bess K. Martin	29 E. Franklin St., Hagerstown
32. M. Grace Boryer	52 E. Washington St., Hagerstown

33. Leah Middlekauff	Hagerstown, Washington County
34. Florence V. Albert	Hagerstown
35. Frank D. Bell	Hagerstown, R. F. D. No. 5
36. Wm. B. Hutzell	352 S. Potomac St., Hagerstown
37. Maud Smith	312 W. Washington St., Hagerstown
38. Emily M. Winebrenner	765 S. Potomac St., Hagerstown
39. Anna Humrichouse	272 S. Potomac St., Hagerstown
40. Clara V. Higgs	Norway Ave., Hagerstown
41. Goldie Middlekauff	724 Va. Ave., Hagerstown
42. Clara Bazel	235 Summit Ave., Hagerstown
43. Eston F. Fox	1009 Corbett St., Hagerstown
44. Ruth E. Bair	Williamsport
45. Catherine Schnebley	Williamsport
46. Mary L. Schnebley	Williamsport
47. Jean A. McCardell	Williamsport
48. Nellie T. Reed	Williamsport
49. J. S. McCardell	261 S. Potomac St., Hagerstown
50. Nellie Lemen	Williamsport
51. Mary M. Lemen	Williamsport
52. Katherine Bowser	Williamsport
53. Edna R. Conrad	Williamsport
54. Bertha M. Corby	Williamsport
55. Raymond E. Staley	Boonsboro
56. Laura C. King	39 E. Franklin St., Hagerstown
57. Mrs. Mary R. Rauth	67 E. Franklin St., Hagerstown
58. Elizabeth Biershing	127 King St., Hagerstown
59. Ruth Fiery	220 Summit Ave., Hagerstown
60. Anna Stephey	116 E. North St., Hagerstown
61. Elizabeth Keller	S. Potomac St., Hagerstown
62. Leah Schindel	28 E. Washington St., Hagerstown
63. Nellie Hill	163 S. Prospect St., Hagerstown
64. Ruth E. Leatherman	532 N. Mulberry St., Hagerstown
65. Mary Kaylor	116 Wayside Ave., Hagerstown
66. John B. Houser	Smithsburg, Hagerstown
67. Ina L. Slaughenhaupt	Smithsburg, Hagerstown
68. Nancy L. Mumma	Sharpsburg
69. Margaret Swartz	31 Wayside St., Hagerstown
70. Ida Watkins	125 E. North St., Hagerstown
71. Sarah Adams	179 Summit Ave., Hagerstown
72. H. L. Rinehart	821 Pat. Ave., Hagerstown
73. Mabel Van Horn	238 Summit Ave., Hagerstown
74. Erma V. Gsell	Clearspring
75. Geo. A. Sites	Clearspring
76. Myron L. Bloom	Downsville
77. Morse A. Youngkins	Weverton
78. Mabel C. Harp	Smithsburg
79. H. S. Reiff	Fair Play

80. Sarah E. Iseniniger	Funkstown
81. J. Arley Brown	Cavetown
82. Ethel L. Foltz	446 W. Washington St., Hagerstown
83. Geo. B. Young	Clearspring
84. Susye G. Kershieer	Hagerstown, R. F. D. No. 4
85. John Masters	Smithsburg, R. F. D. No. 1
86. Ernest F. Hoover	Smithsburg
87. Jno. N. Newcomer	Smithsburg
88. M. Louise Anderson	Clearspring
89. H. Seth Funk	Smithsburg
90. Ralph S. Houser	Cavetown
91. Mabel McDonald	Clearspring
92. Mrs. Mary Y. Fost	Williamsport
93. Katie Ridinour	Smithsburg
94. G. Harry Sprecher	Fair Play
95. Tilghman H. Smith	Boonsboro
96. E. P. Eyler	Funkstown

WICOMICO COUNTY

1. Nellie V. Bennett	Mardela
2. Leland Meyer	Mardela
3. Ruby L. Cooper	Sharptown
4. Lula B. Bounds	Mardela
5. George E. Bennett	Hebron, R. F. D. No. 1
6. Lula E. Wright	Mardela
7. Mary J. Bennett	Mardela
8. India Twilley	Mardela
9. Florence Bounds	Quantico
10. Pauline Howard	Sharptown
11. Kate Graham	Quantico
12. Edna M. Wright	Mardela
13. Addie E. Bennett	Mardela
14. Elsie M. Hughes	Salisbury
15. Amy G. Robertson	Clara
16. Helen Burton	White Haven
17. Maude Bennett	Mardela
18. John F. Phillips	Clara
19. Minnie E. Anderson	Salisbury
20. Mattie L. Truitt	Pittsville
21. Elsa M. Nichols	Sharptown
22. H. J. Maddox	Delmar, Del.
23. Anna M. Jester	Jesterville
24. Edith Schockley	Parsonsburg
25. Minnie A. Nichols	Delmar, Del., R. F. D. No. 3
26. Thomas H. Truitt	Pittsville
27. May Hamblin	Pittsville

28. Inez E. Morris	Pittsville
29. Anna M. Sheppard	Pittsville
30. Rosena E. Jones	Pittsville
31. Ruth Richardson	Salisbury
32. Blanche Owens	Mardela
33. May Jackson	Parsonsbury
34. Mollie E. Ellis	Delmar, Del.
35. Mamie Morris	Salisbury, R. F. D. No. 3
36. Grace Eskridge	Rhodesdale, R. F. D.
37. Mary L. Fletcher	Sharptown
38. Ada H. Bradley	Sharptown
39. Mildred Short	Salisbury
40. Mamie Campbell	Pittsville, R. F. D. No. 2
41. Paul Phillips	Salisbury
42. Nellie Travers	Nanticoke
43. Alice J. Higgins	Salisbury
44. Nellie Langrall	Tyaskin
45. Susie A. Willing	Bivalve
46. Anne Gravenor	Eden, R. F. D. No. 2
47. Viola Pollitt	Salisbury
48. Elizabeth Hitch	Allen
49. Georgia Reddish	114 W. Locust St., Salisbury
50. Mrs. Ronie Baus	Salisbury, R. F. D. No. 3
51. A. Mae Reddish	Salisbury, R. F. D. No. 4.
52. Florence Pryor	Fruitland
53. Sadie B. Adkins	Salisbury, R. F. D. No. 4
54. Marjorie Dennis	Salisbury, R. F. D. No. 5
55. Nita Knowles	White Haven
56. Cecil V. Goslee	Salisbury
57. Nellie L. Smith	Salisbury, R. F. D. No. 4
58. Vivian L. Long	Fruitland
59. Mamie Hastings	Salisbury
60. Pearl Phillips	Salisbury
61. Charles E. Tilghman	Sharptown
62. Edwin K. McIntosh	Mansfield, Pa.
63. Katherine B. Bowers	530 E. 21st St., Baltimore
64. Mrs. Sallie J. Clash	Sharptown
65. Mary E. Mann	Sharptown
66. Mary E. Cooper	Sharptown
67. Myra A. Bennett	Sharptown
68. Bertha McGrath	Fruitland
69. Morris L. Stier	Delmar, Del.
70. Luther D. Haldeman	Mahanoy City, Pa.
71. Meta F. Eppler	264 N. Center St., Cumberland
72. Irma Boston	Chatham, Va.
73. Margaret Dickerson	Salisbury
74. Ida Guthrie	Delmar, Del.

75. Elsie Larmore	Tyaskin
76. Alice Carter	307 Locust St., Cambridge
77. Estelle Carter	307 Locust St., Cambridge
78. Edna Owens	Mardela
79. Mattie F. Culver	Tyaskin
80. Edna W. Nichols	Sharptown
81. C. Allen Carlson	Mansfield, Pa.
82. Rachel Jester	Jesterville
83. Lucy J. Walter	Nanticoke
84. Laura B. Insley	Bivalve
85. Naomi Taylor	Clara
86. Mollie L. Parker	Salisbury, R. F. D. No. 3
87. Alice M. Pollitt	Salisbury
88. Flora Rayne	Willards
89. Elsie Baker	Willards
90. Lester A. Hall	Salisbury
91. Hattie Twilley	Sharptown
92. Virginia E. Bailey	Riverton
93. Mattie E. Parker	Willards
94. Ralph O. Dulaney	Fruitland
95. Irma Bounds	Salisbury
96. Margaret C. Waller	Hebron
97. Mary Wilson	Mardela
98. Ruby Hayman	Rockawalking
99. J. Frank McBee	Salisbury
100. N. Price Turner	Salisbury
101. Nellie F. Hill	Salisbury
102. Alma E. Lankford	Salisbury
103. Katherine True	Salisbury
104. Laura Ruark	Salisbury
105. W. Stanley Phillips	Clara
106. George H. Richwine	Salisbury
107. Beulah E. Perdue	Parsonsborg
108. E. Vaughan Jacobs	Salisbury
109. Ida Morris	Salisbury
110. Jessie Taylor	Quantico
111. Annie H. Peters	Salisbury
112. Ella M. Cooper	Salisbury
113. Dorothy Mitchell	Salisbury
114. Ruth Powell	Salisbury
115. Samuel Sturgeon	North East
116. Paul C. Hoopes	Salisbury
117. L. Cora Gilliss	Salisbury
118. Nina Venables	Salisbury
119. Edna Wilkins	Salisbury
120. Ruth Bennett	Riverton
121. Sara Adkins	Salisbury

122.	Alice Toadvine	Salisbury
123.	Elizabeth W. Woodcock	Salisbury
124.	Mildred Dougherty	Salisbury
125.	Mary Cooper Smith	Salisbury
126.	James M. Bennett	Riverton
127.	Mary E. Toadvine	Salisbury
128.	A. Edna Windsor	Salisbury
129.	Mattie E. Windsor	Salisbury
130.	Eva V. Taylor	Salisbury
131.	L. Kate Darby	Salisbury
132.	Nellie Lankford	White Haven
133.	Josephine Porter	Princess Anne
134.	Nancy H. Smith	Salisbury
135.	Belle J. Smith	Salisbury
136.	May C. Hill	Salisbury
137.	C. Nettie Holloway	Salisbury
138.	Mrs. Ella Lee Betts	Salisbury
139.	Wilsie Banks	Salisbury
140.	Elsie Hearne	Salisbury
141.	Gertrude Killian	Salisbury
142.	Mabel E. Waller	Salisbury
143.	Harry L. Brewington	Salisbury
144.	Morris A. Walton	Salisbury
145.	Louis W. Gunby	Salisbury
146.	William J. Holloway (Supt.)	Salisbury
147.	Blanche Owens	Delmar, Del.
148.	Edna Owens	Salisbury

WORCESTER COUNTY

1.	Edna M. Riley	Snow Hill
2.	Minnie W. Jones	Berlin
3.	Mary F. Bailey	Berlin
4.	Minnie Warren	Snow Hill, R. F. D. No. 4
5.	Frances Warren	Snow Hill, R. F. D. No. 4
6.	Frank A. Warren, Jr.	Snow Hill, R. F. D. No. 4
7.	J. L. Campbell	Berlin
8.	Ethel M. Dix	Box 55, Pocomoke City
9.	E. W. McMaster	Pocomoke City
10.	E. Clarke Fontaine	Pocomoke City
11.	Nettie R. Carey	Berlin
12.	Elsie M. Dennis	Newark
13.	R. Dennis	Ocean City
14.	Edith L. Stevenson	Pocomoke City
15.	John S. Hill	Stockton
16.	Zadok Powell	Snow Hill
17.	Margaret A. Truitt	Snow Hill

18. Mary Holloway	Newark
19. Mary W. Davy	Upper Fairmount, Somerset County
20. Mary A. Townsend	Snow Hill
21. Lucy M. Stagg	Snow Hill
22. A. C. Humphries	Snow Hill
23. Mrs. Edna S. Whaley	Snow Hill
24. Miss O. M. Purnell	Snow Hill
25. Bessie S. Riley	Snow Hill
26. Margaret H. Showell	Berlin
27. Newell Corddry	Snow Hill
28. Annie E. Payne	Pocomoke City
29. Mary B. Pusey	Pocomoke City
30. Nellie Atkinson	Pocomoke City
31. Eva Stevenson	Pocomoke City
32. James H. Vincent	Pocomoke City
33. Nona Wilson	Pocomoke City
34. Julia F. Bratton	Snow Hill
35. Clyde Bounds	Snow Hill, R. D.
36. Georgia F. Bonneville	Snow Hill, R. D.
37. Roberta Gordy	Eden, R. D.
38. Pearl Boston	Berlin
39. Virginia Melvin	Newark
40. Marie Davidson	Bishopville
41. Elizabeth Dale	Whaleyville
42. Nannie Selby	Girdletree
43. Mary B. Hamilton	3812 Roland Ave., Baltimore
44. John W. Humphreys	Berlin
45. Allie Mae Bailey	Snow Hill
46. Mamie Parsons	Snow Hill

MISCELLANEOUS

1. G. H. Naramore	1209 Arch St., Philadelphia, Pa.
2. C. H. French	70 Fifth Ave., New York City
3. F. A. Clapper	4042 E. 22nd St., New York City
4. E. D. Helweg	Allyn & Bacon, 6 E. Read St., Balto.
5. F. E. Bridgetts	112 N. Second St., Harrisburg, Pa.
6. Roland Hebden	1392 E. 21st St., Brooklyn, N. Y.
7. Geo. D. Gideon	1722 Arch St., Philadelphia, Pa.

Rural Education

W. R. C. CONNICK, Baden, President.

S. S. STABLER, Frederick, Secretary and Treasurer.

EARL C. BAITY, Street, Vice-President.

OCEAN CITY, MD., June 28, 1916.

The meeting was called to order by W. R. C. Connick at 9.30 A. M. Mr. W. R. C. Connick, Principal, Baden Agricultural High School, Baden, Maryland, presented a paper on

A STATE COURSE OF STUDY FOR RURAL SCHOOLS.

Fellow Teachers:

It is not my intention to take up much of the time this morning. I shall state my ideas as simply and concisely as I can and, while it is not so stated on the program, I shall call for a discussion of this subject. I am sure that many of you will agree with me and I am equally sure that many will not. I should like very much to have the opinion of as many as possible in the limited time at our disposal.

A recent authority on rural conditions contends that the fundamental needs of the rural schools of our country are that they be redirected and revitalized; that their ideals are, to too great an extent, those of the city and of the professions; that the subjects of instruction are in a great measure formal and traditional; and that, instead of fitting the pupils to meet the needs of modern rural life, their tendency is away from the farm. That his criticisms are applicable to the rural schools of Maryland is abundantly proven by the report of the Educational Survey Commission.

I believe, and I think that most of you do likewise, that the education is best that best fits an individual for his future environment; that the great drift of our young country people into the cities, which has been such a marked characteristic of our national life for a half century or more, is primarily the result of the character of the education we have been giving them; that the country life is the sane, normal life, and that it behooves us to do everything in our power to instill into the mind of every country child a due appreciation of the wonderful advantages and opportunities he possesses.

The present Maryland State Course of Study is an admirable piece of work. The more I study it, the more I am impressed with the sagacity and wisdom of those who produced it. Truly it may, "with a degree of appropriateness, be called an abridged edition of the history and philosophy of education." But it is now a universally recognized principle that

no course of study, however excellent or skillfully devised, can meet alike the various needs of urban, suburban and rural schools.

Assuming that our present course, admirable as it may be, does not ideally meet the requirements of our rural life, is not the present an opportune time for its revision? We are entering into a new order of things educational in Maryland. As a result of the recent State Survey of Schools we have modified our school system until it now stands without a peer. We have eliminated politics. We are demanding increased qualifications from our teachers. We are insisting upon more and better supervision. Why not have the best "Course of Study" that human ingenuity at the present time can devise?

Fortunately this will not be difficult; just as the recent survey found the State school system fundamentally sound and that only slight modifications were required to make it ideal, so a careful study of our present course shows that only a few minor changes are necessary to make it meet the requirements of our rural communities.

And what are those requirements? A recent writer has stated them so clearly and well that I cannot forbear to quote: "The center of rural civilization is the home and the farm, and the great rural needs relate to domestic and agricultural life. How to make better homes, how to live more happily and better, how to improve the farm and its returns, and how to provide a better and a richer life for people in the open country, are the fundamental needs of rural communities today."

Now how can the Course of Study be altered so it may minister effectively to these needs? By a redirection of the old, traditional subjects and the introduction of new subjects that prepare directly for usefulness and efficiency in life. The present "Course of Study," as interpreted by the average country teacher, greatly over-emphasizes the importance of the old traditional subjects. Arithmetic, reading, spelling, grammar, history, and geography occupy the place of first importance and are given practically all of the time, while the really vital subjects that intimately touch the lives and affect the well-being of the pupils are either relegated to the background or else entirely ignored. The Educational Survey Commission found that, "In many cities and in quite all villages and rural sections, the only branches taught are reading, spelling, grammar, arithmetic, geography, history, writing, and physiology. To the three R's, Maryland children now devote fully three-quarters of their school time. In some counties arithmetic consumes almost half of the entire school day."

This should not be so. The time spent in the traditional subjects should be curtailed, and well it can be without rendering the teaching of these branches ineffective or lessening the benefits to be derived from their study. It is a waste of precious time to teach more of arithmetic than will ever be used, and that which is taught should be in terms of rural rather than of urban life. Formal grammar—grammar as the logic of language—should be eliminated entirely and can be without real

educational loss. Spelling should be confined to those words for which there is, at least, a remote possibility of future use.

The time thus gained and such additional time as may be saved by the proper correlation of studies should be devoted to the more modern subjects of instruction that deal with twentieth-century needs and problems. Agriculture, to enable the future farmer to grow two blades of grass where one grows now; domestic science, to inspire an interest in and a love for that highest sphere of woman—home-making; nature study, to open the eyes of our young folks to the marvelous beauties that lie in such lavish profusion all about them; drawing and manual training, to strengthen the correlation of muscular activity and mental effort; community civics, to teach the interdependence of the individual and the brotherhood of man; organized play, to develop group activity and individual initiative and to overcome the effects of rural isolation and rural lack of co-operative effort; literature and music and art, to awaken the finer sensibilities and inspire toward higher and nobler things; each should have its allotted time and find its appointed place on every properly constituted course of study.

A course of study for our rural schools should be simple and explicit. The minimum requirements for each subject should be clearly stated and the amount of time to be devoted to each should be definitely allotted. The average rural teacher is yet untrained, and generations of educational traditions are so hard to overcome. If left to their own devices teachers will almost invariably "teach what they were taught in the way they were taught."

The new educational law provides: "The State Superintendent of Schools shall prepare or cause to be prepared, and submit for approval and adoption by the State Board of Education, courses of study for the *different* schools of the State." It also grants to him a greater freedom from the drudgery of routine work and more time for the real vital problems of school administration. I trust our worthy Superintendent will not deem me presumptuous for suggesting that one of his first official acts under the new order of things should be the preparation of a simple, practical, up-to-the-minute course of study for the exclusive use of the rural schools of our State.

Mr. Connick: A discussion is not called for on the program, but I am going to allow about fifteen minutes for this purpose.

Superintendent McMaster: The boys and girls of Worcester County are awakening to the industries of the county, and I notice that the boys as well as the girls are taking now to canning, etc.

I believe if the superintendents were to make an effort that we might introduce agriculture into many of our rural schools. But there are very few of our teachers that know anything about agriculture. This is true of a number of our teachers in Worcester County who were raised in the country, and while some of them know quite a good deal about canning and domestic science, there is very little of it taught

in the rural schools of Worcester County, and yet I see no reason why we should not have agriculture taught in many of our rural schools.

Superintendent Holloway: I believe we ought to be ready at all times to give a reason for the faith that is within us. The present State Course of Study is fearfully and wonderfully made. It is an admirable document, but it is out of place in the country school. This course of study was made for a graded school. I doubt if the framer had in mind the little red school house on the corner. Certainly, its needs and the needs of its children were not considered carefully and philosophically when this course was framed; so, Mr. Chairman, the thing to do with the present State Course of Study is to forget you have one for the country school. I do not believe you could take it and piece it up or patch it into a thing that the rural school needs. It should be a new creation. It should be framed with due regard to the principles of rural sociology and philosophy.

Right here is a job for the new State Supervisor of Rural Schools. This is the first pressing need of education in Maryland, to reorganize and reconstruct the rural schools. This has got to be done in three ways. The first thing is to get a course of study that the rural school needs; the second is to put into the rural school a teacher that can administer that course of study; and the third is to so create and mould public sentiment that that course of study and that teacher will be supported in that community.

Just at the present time, the trouble is we are trying to teach things in the rural school that belong more properly to urban life. I do not think it is the fault of the school boards or the superintendents. I think they have visions of better things to come. The obstacles lie with the parents. They do not understand what they really want or what they ought to have. Sometimes the physician prescribes for the patient a nauseating dose for his own benefit, and some of these things we wish to teach are nauseating to the intellect of the parents. They do not agree with us that it is the right thing.

We are all hampered by tradition. Tradition is perfectly easy to establish. You can establish it in five minutes. A teacher does it before the first day's work is over, and the tradition as to her method and manner of doing things goes with her to bless or worry her throughout the entire school year. I find that in the graded school or high school where one teacher is weak, all the children have a generally good time in that room; but the minute they go from that room to another teacher's room, you might think the children had been born again.

Our course of study has been handed down to us by tradition. People have gotten the idea that because, years ago, education was derived from Greek and higher mathematics and Latin, and the people need these things now, and so because people were trained and educated by studying these subjects, we have gotten the idea that they are the fundamentals of education, and if we would throw them away and make up a course of study that draws from the home life of the com-

munity, these people feel they are not being fairly treated. They think they are not getting the so-called culture that comes from studying books. They believe this culture comes from the studying of text-books, and so text-books prevail for that reason.

I had a Committee of the Grange wait on me a few years ago. I went into the Grange because I was a farmer, even though in a small way; also, I wanted to be on the inside and know what they were saying about education. They waited on me to know why it was we were not teaching agriculture in the country schools. We discussed it amicably and pleasantly for some time. My reply was this, "Gentlemen, we are teaching agriculture in the country schools right along, but I want to tell you that the reason we are not teaching it under that heading is that you will not let us. Our course of study calls for nature study, and this has been in the schools from the first grade and upwards, and we have made a special effort that that nature study shall lay the foundation for building the super-structure for later agricultural teaching, and that is what agriculture should do in the country schools." Now that Committee did not seem to know that teaching nature study was teaching agriculture. Secondly, I said, the reason we are not teaching it is that you people down in the country who claim now that your children should learn domestic science and agriculture will not let us teach these subjects in the ungraded school. You claim that this young girl teacher does not know anything about these agricultural problems, and it is the height of absurdity and folly and impertinence for this little chit of a girl to come into the community and teach you how to run your farm. I said to the Committee that if the Grange wanted to be a power for education, if they desired to uplift the American farmer, then they must see to it that the community wanted these things taught in the public schools.

Public opinion is one obstacle we have to confront. Any community can have what it wants. If it wants a new school house, it can get it by kicking long enough. Public opinion can have whatever it demands. The second thing is the teacher herself. You can make a scientifically correct course of study for the country schools. It will grow out of the community needs, and prepare for community uplift. Boys and girls must go back on the farm and live their life on a farm more happily and more successfully; and if these girls are to go into the home and help their mothers, relieve them of some of their drudgery, through scientific direction of the home, and help their mothers with all their problems of housekeeping, then that can be brought about; but the people must want it and the teacher must know how to do it. So I told the Grange that for years we have had in our institutes here at Ocean City and in our State and County Association meetings, speakers who devoted all their time to debating these problems that arose in the country schools. You might as well expect to put into the girl's hand a sledge hammer and expect her to use it successfully as to give her a course of study that she does not know

how to handle. Speak to some of these girls about some problems such as animal husbandry,—how is a girl going to teach that when she does not know a Holstein from a Jersey cow? She has got to know these things herself in order to teach these subjects as they ought to be taught.

Now, as to this course of study, who is going to make it? It is going to be made under the State Supervisor of Rural Schools. There ought to be in every county a Rural School Supervisor. If we had a force of supervisors in every county, directing the work of the rural schools, under the direction of the State Supervisor, they could get together and work out a course of study; and yet unless the teachers themselves are brought into the conference and led to contribute their part to this course of study, it will not bring about all the changes we expect. And so in every county there should be a conference of the supervisor with his teachers to work out every year a course of study, and so in two or three years there will eventually come a scientifically, philosophically, correct curriculum, which will be built around the needs of the community. When you get that, you can put it into the schools, under the expert teachers, and they will begin to administer it, and so you can fit this course of study to all needs.

But in doing so, you have got to show the country people that the teaching of these rural subjects will give to them the same quality and kind of discipline and training and culture and citizenship as they would get through the so-called cultural subjects and the three R's. They are getting the three R's, and they are learning many things in addition which mean greater success, joy, and ease of living.

If you try to teach all of the subjects in the present course of study, you cannot give 35 or 40 minutes to each. There will be more periods five minutes long than 30 minutes. Who is there in this room who can teach a lesson in any subject in five minutes? And who is there that can assign a lesson in three or five minutes? You can give out the lesson, but you cannot assign it. You need time for assigning lessons, and you need time to teach. There cannot be any five minute period in recitation. There must be longer periods. This means in the country that there can be no graded classes. You will have to have groups, and these groups working together according to their needs and endowments. Classes must be combined and subjects must be correlated, and it should not be claimed that any child is in the fifth or sixth or any other grade. You can grade the child according to arithmetic, but that grade must not be worshipped as a fetish, as it has been in the past. It is possible to reorganize the rural schools in line with their known philosophic needs, and the people should put their minds to work on this, the greatest of all problems,—this rural uplift problem.

Mr. Connick: During the winter, I had the pleasure of hearing an address, in which the speaker, with force and vigor, eloquently voiced facts which I had often felt, and I at once determined to secure Mr.

Hill to address this meeting. Notwithstanding the fact that he is a very busy man he has come to us, and I take pleasure in presenting Dr. I. W. Hill of Alabama, who will deliver an address on

EDUCATION FOR RURAL LIFE

BY I. W. HILL,

Assistant in Demonstration Club Work, U. S. Dept. of Agriculture.

Mr. Chairman, Ladies and Gentlemen:

I have been intensely interested in this discussion of the subject of the Course of Study for rural schools. Superintendent Holloway has had his experience in teaching rural schools in Maryland while I have had my experience in teaching in another State, and yet we have arrived at the same conclusions.

My subject on this occasion is "Education for Rural Life." Should I appear to be iconoclastic in my views please attribute the fact to an earnest desire to educate and train all the children of all the people.

In the beginning primitive man found that while the human body was mortal, man in the mass lived on. A few philosophers and statesmen in every age of the world have devoted much time and study to the development of the human being while the great mass of mankind has been entirely ignorant of the subject and indifferent toward it. Therefore the trend of education among all peoples has depended upon the idea of the perfect man formed by these philosophers and statesmen. Observation and experience taught these men that man is a triune being—that he has a physical nature, an intellectual nature, and a moral nature. Groping in the darkness they built their systems of education so as to develop that side of man's being which they thought produced the perfect man. Sparta had the idea that the development of the physical man was the purpose of all education. She trained her sons to endure hardships and all kinds of discomforts, but her system failed. Greece and Rome thought that the development of man's intellectual nature was all that was required to produce the perfect man, and although these nations produced some of the greatest intellects the world has ever known corruption obtained in high places as well as low places and the civilization of Greece and Rome went down. The Hebrews, a theocratic people, reached the conclusion that the development of man's spiritual nature was all that was worth while. Did their system succeed? Let the lowly Nazarene whom they crucified on Calvary's cross answer that question. "Woe unto you scribes and Pharisees, hypocrites! for ye are like unto whited sepulchres, which indeed appear beautiful outward but are within full of dead men's bones, and of all uncleanness." Thus guided by history and experience, enlightened man has reached the conclusion that the harmonious development of mind and hand and heart are necessary to produce the perfect man, and anything which tends to train and develop these powers contributes to the education of man.

I had occasion a few years ago to investigate the Course of Study taught in the schools of Maryland. I found this Course of Study built upon history and tradition. In this respect your course is similar to that found in all of the States. Fortunately for the children of the country, newspapers, magazines and many educators and platform lecturers are beginning to engage in criticism. Through these agencies, we hope to so educate public sentiment that a demand will be made for education and training that will function with the activities of life. The normal type of school teacher is by profession a paid carrier of tradition from one generation to the next. He works along the lines of least resistance. He accepts without protest the kind of education handed down to him by old New England schoolmasters of the seventeenth century elaborated to meet the ideals of the schoolmaster rather than to train children for the activities of life. This applies to our elementary schools. When the child leaves the elementary school, he graduates into the hands of the medieval monk who has dominated the education of western civilization for five hundred years. This ghost of the past came into power when Constantinople was lost to European civilization and the arts and sciences of Greece and Rome were passed down to us through the Renaissance. The how and why the "old humanities" have been perpetuated by tradition to this day is generally well understood.

When Horace Mann, that great apostle of education, and his contemporaries came upon the scene with an earnest desire to educate all the children of all the people, they thought that the establishment of high schools whose course of study would connect the elementary schools with the universities was all that was necessary. The universities at that time were dominated by classicism and the high schools were placed under their dominion. Science had made little progress and the establishment of classical courses of study in the high school created a stronghold governed by the same old monk who perpetuated ancient learning in the middle ages throughout Europe. The colleges and universities by their elective systems have to a certain extent deposed the old ruler, but figures collected in 1910 by the U. S. Department of Education show that he maintains his power in the kingdom of high schools.

Through a course of study, established in this way and elaborated from generation to generation to meet the ideals of the schoolmaster rather than the needs of the child, the child must "Wind his weary way" if he would secure for himself the advantages of the schools established by all the people for the benefit of all the children of all the people. No provision has been made for those children whose minds refuse to function with the traditions of the past.

Are schools giving the results which we have a just right to expect from them? Statistics show that of every 60 children entering school in the United States 53 get as far as the fourth grade, 25 as far as the eighth grade, 15 enter high school, five complete high school, three enter college and one graduates. My fellow teachers, is this a record of which we should be proud? Should we not stop and consider well before we con-

tinue along the lines we have been traveling? Should we not make our courses of study function with life and not with tradition in the earnest endeavor to save many of the children that go out into the world to do a man's work uneducated and untrained? Should we not provide in the people's schools courses of a study that would prepare children for the activities of life as well as for college entrance requirements?

I contend that the primary purpose of public education is to make efficient men and women and that culture about which we hear so much from the normal schoolmaster is a by-product of all study worth while; that there is very nearly as much culture in the study of corn and potato roots as there is in the study of Greek and Latin roots, and very much more profit for the average man. In order to make efficient men and women, I think that public schools should be built upon four corner stones: intelligence, virtue or morality, economic efficiency and the capacity of the individual for political self-control. Our schools at this time occupy only two of these corner stones, viz., that which makes for intelligence and that which makes for virtue or morality. Of course the citizen trained under these conditions is much better prepared for life than the citizen with no training from the school. The results obtained from such schools have been splendidly described during the discussion this morning. But can we not arrange a course of study that will make intelligent and moral men and women and at the same time train them for economic efficiency? Can we not secure enough educational material on the farm to train boys and girls for farm life? In the agricultural story, "The Browne Mouse," Mr. Quick has shown us how this can be done. The normal type of teacher at this time, however, cannot get results. He lacks the training that will enable him to put aside the ghosts of tradition found in arithmetics and English grammars, and in fact, all of our standard text-books, and select those things that are worth while. He has no initiative. He takes the "hand-me-down" course of study poorly prepared for urban conditions, goes out into the country with no knowledge of the life of the people he is to serve and undertakes to apply city methods to rural conditions. He talks much of psychology and pedagogy and practices it but little. He tells you that it is pedagogical to go from the "Known to the unknown," and yet he takes the child from an environment of nature, pays little attention to the activities in which the child has been engaged and teaches him about things entirely disconnected with his life.

God speed the day when courses of study shall be made of practical subjects that will correlate with the home interests and activities of the life of the child. The center of such a correlation for rural childhood should be Nature Study, Agriculture, and Home Economics. From this center there should radiate language, both oral and written; reading and literature; history, civics and economics; fine arts,—painting, drawing and music; geography,—economic and physiographic; elementary sciences,—hygiene, physiology, physics, chemistry, zoology, botany; numbers,—arithmetic, algebra, geometry, manual training, and farm mechanics.

With such a correlation of subjects and with text-books on each subject from which the traditions of the past have been eliminated, I believe the country child will come into an enrichment of life far surpassing that enjoyed by his cousin in the crowded city.

In this scheme of correlation of school subjects of instruction there is one subject to which I wish to call especial attention, as it has been sadly neglected in our attempt to educate all the children of all the people, viz., civics. Because of its importance in our system of government I have denominated it as the fourth corner stone upon which every system of public schools should be based. In fact it is upon this corner stone that public schools have a moral right for their existence. Would the State have a moral right to levy a tax upon your property to educate my child to make him an intelligent man, a moral man, an economically efficient man were it not for the close relationship of my child when he attains to manhood to the life of the State? Our Government is "a Government of the people, by the people, for the people." Can the people govern intelligently if they do not understand the principles of the Government they are to administer? Every boy who is educated in a State institution should be required to master the fundamentals of civics in order that he may have the capacity for political self-control.

You will observe from this chart that provision is made for the training of each of the three natures of the child, and that if the scheme be executed properly, by well trained teachers, it will make intelligent men, moral men, men economically efficient, and men having the capacity for political self-control. It provides also for the fine arts so necessary to the happiness of the cultured home.

Under present school conditions in Maryland, this scheme cannot be carried out because of a lack of trained teachers. An approximation, however, can be made if the forces now on the ground will work in hearty co-operation.

A few years ago a new system of education was originated by that great "Bishop of Southern Agriculture," Dr. Seaman A. Knapp. In 1903-04 an appropriation was made by Congress to authorize work to counteract the ravages of the Mexican cotton boll weevil. A small portion of this appropriation was permitted to be used by Dr. Knapp in carrying on his method of teaching farmers on their farms by means of demonstrations. The main features of his plan consisted in having representatives of the department make personal visits to the farmer from time to time and give him careful instructions as to the preparation of his land and the cultivation of his crops so as to minimize the damage wrought by the weevil. The work was a success almost from the beginning. Thousands of demonstrations were made and farmers soon learned that cotton could be grown in territory infested by the weevil. The General Education Board of New York was at that time earnestly engaged in an effort to assist southern education. Representatives of this Board visited Texas, met Dr. Knapp, studied his methods and offered the necessary funds to try out his plans in territory in advance of the weevil. With

funds secured from this Board the work was established in Alabama, Florida, Georgia, South Carolina, North Carolina, Tennessee, Virginia and Maryland. As the weevil advanced the States were transferred from the General Education Board funds to Federal funds.

The demonstration work is differentiated from all other systems of education established to aid the farmer in that the farmer furnishes the land, the implements and equipment of all kinds, and does all the work, while the agent gives the scientific instructions and assists the farmer in adapting them to meet local conditions. In the development of the work, the county agency system has been evolved. The county agent places in every community in his county practical object lessons illustrating the best methods of producing the standard crops, feeding animals, conserving waste products, etc. From the beginning Dr. Knapp had in mind the establishment of boys' and girls' agricultural clubs as a part of his system of agricultural education. Such clubs had already been established in many sections of the country—notably by Kern in Illinois and Stewart in Georgia. The primary object of these clubs seems to have been to prepare exhibits for community fairs. In 1908, Dr. Knapp collaborating with Superintendent W. H. Smith, of Holmes County, Mississippi, organized the Boys' Corn Clubs as now promoted throughout the country, established them on an acre contest basis, and arranged for prizes to be given on the basis of 30 points for yield, 30 points for profit, 20 points for exhibit and 20 points for essay describing how the work was done. From this small beginning in 1908, the work has spread into every State in the Union in eight years. Hundreds of thousands of boys have been helped to become better citizens and hundreds have been inspired to take better training in our Agricultural Colleges. Other clubs, to meet local conditions, have followed corn clubs—notably cotton clubs in the weevil infested territory, potato clubs, peanut clubs, pig clubs, poultry clubs, baby beef clubs, etc. All of these clubs are now grouped under the head of Boys' Agricultural Clubs.

In 1910 Dr. Knapp said:

"The demonstration work has proven that it is possible to reform, by simple means, the economic life and the personality of the farmer on the farm. The Boys' Corn Clubs have likewise shown how to turn the attention of the boy toward the farm. There remains the home itself and its women and girls. This problem cannot be approached directly. The reformer who tells the farmer and his wife that their entire home system is wrong will meet with failure. With these facts in view I have gone to work among the girls to teach one simple and straightforward lesson which will open their eyes to the possibilities of adding to the family income through simple work in and about the home."

Beginning in the States of South Carolina, Virginia and Mississippi he organized the Girls' Canning Clubs, systematized the work, established the unit of acreage as one-tenth acre, arranged for prizes, and made the basis of award the same as in the boys' work. From this beginning the work has spread throughout the Union and hundreds of thousands of

dollars' worth of fruits and vegetables which had hitherto gone to waste have been preserved for use in the homes and to market for "pin money" for the girls. Through the work of production and canning the girls gained skill and self-reliance, and great numbers of them have taken and are now taking courses in Domestic Science in our leading colleges and universities.

From the girls' canning club work, under the shade trees in the back yard, easy access to the home kitchen was secured, and since 1914, Home Demonstration Work among farm women has been organized. This work is performed by the agents in the Canning Club Work.

In 1914, the Congress made an appropriation for the Demonstration Work equal to the amount which the work had received the preceding year from the General Education Board. The Congress also passed, in 1914, what is known as the Smith-Lever Act providing for co-operative extension work between the agricultural colleges in the several States and the U. S. Department of Agriculture. This act declares "That co-operative agricultural extension work shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities." The State of Maryland through an act of the last Legislature has complied with the terms of the Act of Congress, and henceforth a county agent employed by your Agricultural College working in co-operation with the U. S. Department of Agriculture will be available for every county in your State.

You thus see that you have educational forces at work in your State other than those found in the school room. If a hearty co-operation be established between the school forces and the extension forces of the Agricultural College, the lack of training among your teachers along lines agricultural can, to a great extent, be overcome. The teacher can organize the clubs, visit the plots of the members, encourage them in their work, smile on their efforts and not at them, while the agents on their rounds of the county can give instructions to the members on their plots as to the growing of the crops. If this co-operation be carried out in the proper spirit, it will tend to train the children along the lines of the activities of country life; it will put into practice the facts of scientific agriculture obtained from books, bulletins, etc.; it will bring the school life of the boy into closer relationship to his home life; it will develop the spirit of co-operation in the home and in the community; it will dignify and magnify the vocation of the farmer; it will enlarge the vision of the boy, and will give to the aggressive, progressive rural teacher an opportunity to vitalize the work of the school.

We hear a great deal at this time about "preparedness." It is just as necessary to prepare for efficiency in the production and conservation of food as it is to prepare along military lines. No inefficient nation can succeed along any lines of endeavor in the twentieth century.

Let us then, fellow teachers, raise aloft the banner of efficiency. The breezes that come from the lakes, the gulf and the oceans will float it.

American fathers and mothers will pray for it and American sons and daughters will work for it. And as its folds unfurl to the breeze let us all send to Heaven one universal according chorus: Flag of efficiency, wave on, wave ever, but wave over a people where peace and happiness, contentment and plenty, refinement and culture obtain and not over a people where oppression and strife, penury and want, ignorance and superstition prevail.

Mr. Connick: The next number on the program is "A Resume of the Agricultural Work Attempted in the High Schools of Maryland During 1915-1916," on the Western Shore, by Mr. E. G. McCloskey, Principal, Agricultural High School, Sparks, Md., and on the Eastern Shore by Mr. Grover Kinzy, of the Centreville High School, Centreville, Md., and as neither of these gentlemen seems to be present, we will next proceed with the election of officers.

Superintendent McMaster moved that the present officers continue in office. This motion was amended by Mr. S. S. Stabler, of Frederick, that in the place of Mr. Earl C. Baity, Vice-President, Prof. J. K. Smith of Mt. Airy, Carroll County, be elected Vice-President. This motion and amendment was seconded, and the election as proposed was unanimous.

The meeting was then adjourned.

Elementary Education

PRIMARY SECTION.

MISS M. ANNIE GRACE, Chairman, Baltimore.

MISS MARY WEAGLEY, Secretary, Westminster.

The meeting in the interest of this section was called to order on Wednesday, June 28, at 3.30 P. M., by Miss M. Annie Grace of Baltimore.

In the absence of Miss Weagley, Miss Margaret Holloway of Salisbury acted as Secretary.

Miss Grace: For this session we have selected "Expressive Activity" for our theme, and we want to show how this activity for the child may be brought about. We have selected a certain phase of the work, and in the papers that are read this afternoon I think you will find that thought going through each one of them.

The first speaker will be Miss Katharine Valentine of Canton, Md., who is going to show us how the child may express his activity through "Music, Games and Pageants."

Miss Valentine: For most children music is an enjoyable subject of study, yet before music can be successfully taught there must be a very clear understanding of its aims and values.

Music properly taught should make for a better school spirit and a better community spirit, for a repertoire of good social songs is one of the simplest ways to secure the co-operation of the home, and through this co-operation the home and the school are brought into closer relationship.

Music as a means is an agency to organic culture, to the increase of health and poise; it is the means to a bright, happy schoolroom atmosphere; it forms a tie of sympathy and good fellowship between children and teacher; it helps to smooth out the rough places and quiets and soothes the nerves of the children and teacher.

To make singing all that it should be it is not necessary to be a musician, just sympathy with the children's moods and tastes will win. Put into the work every bit of the child you have in you and sing the songs with life and feeling because you love them. Success will depend upon the personality and buoyant cheerfulness of the teacher.

Too much stress cannot be laid upon the importance of exercising much care in the selection of songs, in their presentation to the class and in their artistic interpretation. Give songs closely associated with the child's daily experience.

Stir the musical feeling of the child by questions about the song. Get him into the atmosphere by talking about the song. If the child understands the words and has the feeling that influences the song, he is ready

to sing. There are external conditions that influence music, some of which are: Ventilation of room, position of children, time of song, pitch of song (all songs for children should be pitched high), low sweet tones, chests up, good breathing, rhythmic sensation should never be lost sight of, mean what you say, don't say it only with your lips, and do not have drills when the children are tired.

In presenting the song let the teacher sing it through, as this helps with discipline and musical feeling. Next, teacher sings in phrases, the children listening. Teacher sings the song through again according to phrasing, and let the children mark the rhythm and time. Children sing, teacher helping. Then children sing without teacher's help. If mistakes occur teacher sings the phrase over and over again, the children listening. This will bring about unconscious imitation of tone and expression in the children and then very little more work need be done before the song is "ready."

Rote songs such as are found in "Song Primer"—Bentley, or "Small Songs for Small Singers"—Neidlinger, or "Finger Plays"—Poulsion, help with scale drill and easy intervals for the little people. Older children can readily take the scale work and intervals, and give them at first part of lesson.

A large variety of needs for singing are ever present to the teacher who is alert to seize upon occasions for using the singing ability of her children. The songs may be used for assemblies, entertainment of other classes, for parents' days, for special musical festivals, at close of school, or for a community singing day during the school year.

Encourage musical appreciation in the children. Have good singers or musicians come to the school or hire or borrow a victrola for the school and be sure to invite the parents. Take the children to good concerts.

Music is so closely associated with games that one naturally leads to the other. We have spoken of the rhythm in music, this rhythm finds an outlet in the game, so we must necessarily say a few words on games.

Games have a positive educational influence that no one can appreciate who has not observed their effects. Children who are slow and dull; who observe but little of what goes on about them; who react slowly to external stimuli, who are, in short, slow to see, to hear, to observe, to think and to do, may be completely transformed in these ways by the playing of games.

The sense perceptions are quickened. A player comes to see more quickly that the ball is coming toward him; that he is in danger of being tagged; that it is his turn; he hears a footstep behind him, or hears his name or number called, he must respond quickly to the things that go on about him. The child who tumbles today will not tumble next week, he runs more fleetly, dodges with more agility and plays more expertly in every way, showing thereby a neuro-muscular development.

The social development through games is fully as pronounced. Children who, because of lonely conditions at home or through some personal

peculiarity, do not possess the power of co-operation have come into new power through games. The timid child learns to take his place—the bold child learns that he cannot monopolize opportunities, the unappreciated child gains self-respect and respect of others. In these and in many other ways are the dormant powers for social co-operation developed. Self is subordinated for the good of the team.

Games develop the most valuable training of all—that of inhibition—that power for restraint and self-control which is the highest aspect of the will and the latest to develop. The little child at school has very little of this power—to see a thing is to get it—to want to do a thing is to do it. Games develop the power of inhibition.

As the children get older and the games become more difficult there are more rules to be obeyed. These require more self-control, such as not playing out of one's turn, not starting over the line in a race until the proper signal is given.

At the adolescent age the highly organized team games with prescribed modes of play and fouls are reached. To be able in heated contest to observe rules, to choose between fair and unfair, is to have more than a mere knowledge of right and wrong. It is to have the trained power and habit of acting on such knowledge—a power that makes for character, and this means an immeasurable uplift for the community.

When games are studied from the viewpoint of the child's interest they are found to fall into groups having pronounced characteristics at different age periods.

At six there are the repetition, singing games, involving impersonation, appealing to his imagination and dramatic sense, as where he becomes a farmer, a shoemaker, a fox, a sheep. Or in chasing games, short, quick, slight demand on powers of attention and endurance, and they require little skill.

A few years later the games become more difficult. An entire group must be caught before a game is won, as in Red Lion. Players at this time really begin the first simple team work.

At about 12 years, races and competitive forms of running begin. Then is begun real team work. The strongest characteristic of the team work is the co-operation of the team. A player learns to sacrifice himself for the team. He must not make a sensational play at the risk of losing the game for the team.

Games relieve fatigue, correct bad postures in which the chest is depressed, shoulders rounded, lungs, heart and digestive organs are crowded. Games relieve nervous strain for both pupils and teachers. They give need for vigorous stimulation of respiration and circulation and give an outlet for the repressed social and emotional nature.

Games aid in discipline—they help the teacher in the best possible way to know the children. Games may be used as an incentive for work. A certain average must be made before a boy or a girl may play on the team. They may also be used as rest periods through the day.

The pageant develops a deep community spirit. It changes the attitude of the community toward school work, by breaking down barriers between the school and the home.

A school life in which music and games are given their proper value will be a school life fruitful in results and one to be looked back upon with pleasure.

The following are good reference books: Graded Games and Rhythmic Exercises, Marion B. Newell; Education by Play and Games, Johnson; Popular Folk Games and Dances, Marlo Hofer; Gymnastic Stories and Plays, Stoneward.

At the conclusion of the address Miss Grace remarked that Miss Valentine had told about the worth of the Pageant; the aims and values of games and songs; that she had shown how the work progressed through the grades, and how the school and community co-operated in the pageants and how by the organization of a strong parents' club the parents knew the worth of work done.

At this juncture pictures were exhibited showing the pupils in various games and pageants—where attendance evidenced the interest of all, young and old.

Miss Emma Monroe of Canton not being present, Miss Grace read her paper on "Language."

Miss Monroe: Some of our colleges are fortunate in having upon their staff, teachers who are not only well versed in principles of composition, but who are constantly trying out those principles in a very practical way, professional literary artists, instructors whose teaching has a vital and stimulative tone.

We are not so likely to find writers of distinction among teachers of English in high schools and the grades, but should not the instructor in composition, whatever his position, be a constant practitioner of the art?

One will condone mistakes of the inexperienced, but when he has occasion to examine faulty and often impotent productions of those who have taught for three, five, or ten years, or perhaps longer, he is prone to marvel not that the students write so poorly, but that they write so well, considering that their instructors are in bondage to illogical thinking, poor diction, and bad grammar, punctuation, spelling, etc.

Most students feel composition a burden, yet go forth to teach it before it has any vital relation to them, and before they have learned to love it and have the artist's, or if you prefer, the craftsman's passion toward it. Hence we have found the subject taught from a purely formal and scientific point of view.

The teacher of composition who is a constant practitioner of the art receives much practical help in just such elementary matters as spelling, punctuation, grammar, mastery of any one of which is not easy; but the benefits arising are more far-reaching, more vital. It is very important that teachers of composition have a point of contact with each of their pupils if they are to help them. In fact it is nearly if not quite as essential for them as well as for the professional literary man to see life

clearly and to see as large a cross-section of it as possible, and there is no better means to this end than the constant practice of the art or craft they are trying to each. One thereby soon discovers how limited is the range of his ideas, how unorganized his information. Any teacher seeking earnestly to extend the borders of their dominion live in a world that is ever new, their youth is daily renewed and their relation to their pupils and to their profession is ever fresh and fruitful. Their work does not become perfunctory, does not deteriorate into mere drudgery, as I have heard some express it.

Prof. Eliot of Harvard has said, "Two kinds of men make good teachers—young men and men who never grow old."

Even student themes need not be perpetually dull. Not to treat composition as an art is not to relate it to life itself. Above all, *study life*. Begin at once to observe the traits and peculiarities of your own circle. No matter how narrow it may be, it contains the essence of all life. "Every village is the world in little."

Again, the words of Laurence Bunyan regarding the pictorial art are equally true of the literary art:

"The truth is there is no end to art till humanity comes to an end, till the hopes of humanity are over, desires of humanity are extinguished. Shall we say then, there is no progress? No! but the progress lies not in scientific mastery; it lies in that perpetual readjustment of life which craves an ever fresh answer, a profounder, more sincere, more pregnant answer to those questions, 'What do I mean in the world?' 'What does the world mean to me?'"

Teachers are but the comrades of riper years blazing the trail for the less experienced. As the early pioneers daily sharpened their senses, teachers should by assiduous practice improve their art. Let them choose that type of discourse which proves most congenial to them, be it story, familiar essay, critique or what not, and diligently cultivate it, always modeling their work after that of its best representatives, not excluding present writers. Many teachers, especially rural teachers, have been victims of poor training, so must seek advancement by self-cultivation.

Many teachers do not appreciate the intimate relationship between composition and literature. They look upon literature as a beautiful garden on the other side of a high wall instead of an ever-flowing stream continuing to flow on forever.

Young teachers cannot expect to form immediately an acquaintance with a large amount of contemporary literature, but they must aim to acquaint themselves so that they may direct the reading of their pupils and cultivate in them a taste and judgment that will enable them to choose what is worth while.

A teacher of a third grade who had taught "The Violet," by Jane Taylor, when preparing for a language lesson on the violet decided that some of the beautiful phrases in the poem should become the child's very own, should form part of the vocabulary of the pupils in her class.

After a nature study lesson on the violet, during which the necessary data was collected, she had her pupils recite the poem, then asked them to select beautiful words or phrases in the poem that they might use in a language story about the violet. Perfume, content, purple tints, arrayed mossy bed, modest, and arranged, were placed upon the board. Each then thought out his story for a few seconds, then was given an opportunity to tell his own original story. The following were some of the stories:

The Violet.

In the mossy shade of a rock, there grew a modest little violet. It was of a dull violet color, its five petals were arranged about a yellow center which diffused a sweet perfume.

The Violet.

Down by the side of the road there grew a pretty violet. It was in a bed of moss and was arrayed in modest colors. It had five petals which were purple. It had a yellow heart which held the perfume. It was content where it was.

Students of ancient languages often canter through a course on what is called a "pony." Well, we can hardly blame them, since their instructors often have the appearance of riding a hobby. But teachers of English must beware of this. They must not be content to know a little "English." Surely there is no other field where it is so essential that a teacher be many-sided.

If teachers cannot or will not practice self-expression by writing, they surely have the time and the inclination to cultivate the art of speech.

Oral discourse will not aid so much in giving a sense of forms, but will afford material help in attaining correction of expression, and in enriching one's thought and vocabulary. And how pitifully inadequate is the word-hoard of most of us teachers of English, simply because we make little honest effort to enlarge and improve it. To attain unto fluency and correctness of speech often means a great struggle, especially where provincialisms have become rooted in one's vernacular.

If a teacher's diction is copious and exact, how may he help to increase the word outfit of his pupils? If too much noise, one teacher would voice his discomfort by yelling out that he was annoyed by the "ligneous sound caused when wood meets wood," then call forth in stentorian tones, "What is the meaning of ligneous?" This did not prove to be a very inspirational way of commanding order.

We must have something of the passion for words that animated the Elizabethans, and that passion will vary with our interest in life and our devotion to our profession.

There is a movement for greater efficiency in English, but it will be of little avail without harmonious co-operation of the great army of teachers. Captains of education can plan and issue orders, but unless we in the rank and file are loyal to the cause, orders will be disregarded and the fight be a losing one. We must feel this is a big national problem.

How best to solve this problem is our next question. The modern schoolmaster is expected to know a little of everything because his pupil is required not to be entirely ignorant of anything.

Some of the modern schoolmasters and schoolmistresses are inclined to resent the fact that we must know and teach a little of everything. We want to specialize and teach one thing "thoroughly," be an authority on one subject, and discard all that does not belong strictly to our department, turning it over to its proper place with the assurance that we know nothing of the subject.

Certainly specialization is absolutely necessary for departmental work in high schools; but I believe there is a division of the English course that carries over this subject into every other department of school work—that is composition.

Composition is the practice of the principles of grammar, rhetoric and literature and is the factor that unifies the departments of the school, the link that connects school life with home life, the means we may employ to attach to the consciousness of every pupil the fact that he is a member of an organized community of active men and women.

To be sure, this is great work for the composition, and it can become the cementing factor only as classes of subjects are arranged to include the pupil's natural interests, which are his school, his home, his community.

To arrange subjects on this three-fold basis is not so onerous; the difficulty lies in the fact that the teacher is prepared on literary subjects only and also in the fact that we do not agree that the matter of selecting subjects is the point where the great waste occurs—waste of time, energy and nervous force, and is therefore the point where conservation must begin.

The fact that a little learning is not a dangerous thing if it is used to arouse and inspire pupils to research work may be demonstrated by the experience of a teacher who wishing a composition written on pottery looked up references in the text, in encyclopedia, in leaflets and in library books. These he gave to his pupils with the assignment for the composition. On the essays handed in he found it necessary to make the comment "Too bookish," yet the class had worked.

Before the next year's class recited this same teacher visited a potter's shop and gained a superficial knowledge of the principles of pottery, but it served his purpose well, not for one year only but for every year since. With several vases and jars set about the room and a piece of potter's clay he began his lesson. He showed the methods and explained the firing process by drawings. Almost immediately, a natural oral composition exercise was furnished by several who had visited pottery

works. Available references were again given, but were used this time with awakened interest. A number wished to take lessons in the art; some did.

Interest being aroused the pupils were now ready to write. Was the topic given the general one, "Pottery?" Oh, no, this is one of the great mistakes that we have been making. The large subject was broken up and it was suggested that each write a short theme on some phase of pottery making: a description of a piece; a story that dealt with a potter, or a vase, or a jar; an explanation of one of the methods of making pottery; a description of Egyptian or Indian pottery or Silas Marner's broken jug.

By thus narrowing down the topic and giving aid in organization by a simple outline the themes that were written showed a marked improvement over those of the previous years.

It was through the aroused interest of one of the pupils that we next studied different kinds of china, making a visit to our largest china shops for the purpose, and arranging with the proprietor to give a talk on the different patterns.

How many English teachers know anything of art, of making baskets, of gardening, or of millinery? A visit to a farm, helping to attend to chickens and butter, would give an experience that could not fail of being useful.

Many teachers are not in intelligent touch with the other departments of the school, yet oral and written work is going on in all of them.

Oral and written work is a division of subjects of English and so it is our business to push it as a unifying and conserving factor. To prepare to do this, a course in English theme-subjects might be arranged that would give the normal student instruction in the various arts, industries, sciences, professions, besides, of course, in literature.

If this could be done in colleges, teachers would go to their work prepared on a phase of English—that of assignment of subjects—that many have felt unprepared to handle with definiteness and system, and all because they have not received training that is "superficially omniscient."

Following Miss Grace's reading, Miss Alice Toadvine of Salisbury continued the topic, dwelling more especially on oral language—showing how by means of games a child may be guided to correct expression of thought. She also emphasized the fact that the so-called stupid child is sometimes only a child who has not *words* to express himself, and how oral language is the one way to correct the situation.

Miss Toadvine: Oral language is the subject upon which I have been asked to talk this afternoon.

It is by means of language that we communicate our thoughts and it is through an understanding of language that we are able to understand the communications of others. When we consider how much information we may gain and how much pleasure is brought to us through language

we must see how very important this subject is, and from the first grade give it a large part of our time and careful attention.

Oral language in our schools, perhaps on account of the crowded condition in many cases, is very much neglected, yet I think we will all agree that it is far more important than written language. We expect our pupils to write fluently without first giving them sufficient training in oral expression. Many children are classed among the dull and backward children for lack of words at their command to express themselves. We would be surprised, I am sure, at the limited number of words some of our pupils have in their vocabulary, and it is largely through the oral language lesson that they acquire the use of new words.

The poor results that we got in history and geography recitations are largely due to our pupils being unable to talk freely, and I believe that this ability is most successfully gained in the oral language lesson. Here we try to get material with which our classes are familiar and naturally interested. Things that they do at home, their games, pets, etc., make excellent subjects for language lessons. Such lessons as these are not only valuable for this reason, but incorrect expressions can be observed and corrected in this way. So many children have the wrong understanding of words. They use such expressions as, "They was" for "There was."

The study of pictures is an excellent exercise for oral expression. I have found that children express themselves very poorly if told to write about a picture without first having had an oral lesson. For illustration the picture "Saved" by Landsur may be used. Such sentences as "I see a dog in the picture," "The little child is lying on the dog's paws," are usually given. Only a very few children would see the real thought of the artist. In studying pictures, children are called upon to use their imagination, which makes the exercise very valuable.

Games are quite necessary in the teaching of a number of correct forms of speech. Children may be told any number of times that an expression is wrong, but it is only by repeated drill in the correct form that the fault is corrected.

"Knocking at the Garden Gate" is a little game that I have used successfully in teaching "It is I" and "It is not I."

Circus Day affords quite an interesting oral language lesson for the first and second grades. After the children have seen the parade even the most backward little folks have something to say, where at other times it is so hard to get them to talk.

One of our first grade teachers uses, very successfully, games to teach many little customs of good society. The school idea of table training is a most excellent one, because eating should be considered a social as well as a material act, and can be used as a means of cultivating manners and morals. She lets her pupils have tea parties and play host and hostess. Words of greeting, shaking hands, introducing strangers, bowing in proper form are taught in this way. She shows them that good breeding may be made manifest even in small matters, as the quiet opening or closing of a door, and the manner of receiving or giving any article which

is to be transferred. It is certainly true that courteous manners exert a strong influence upon the spirit of the school, and by means of these oral exercises the children who are not accustomed to these things at home quickly imitate the manners and customs of the more fortunate members of the class.

I do not believe that we are wasting time when we give this side of language a large part of our daily program, for it is the natural and proper preliminary to written composition, and speech, not writing, is the essential form of language.

Miss Grace next introduced Miss Leah Watts of Pikesville, Maryland, who gave an address on "Dramatic Reading."

DRAMATIC READING.

Lucky it was for me when one day, much to my surprise, our assistant supervisor peeped into my room, just as I was about to have a reading lesson. As it was time for a reading lesson, I was willing to attempt it. The children were not at all anxious, yet were willing to read because it was time to read, not that they were looking forward to any great pleasure, or expected to get any great joy from the lesson, but because we usually read at this time.

This was my procedure—Jack read, Mary read. Each came up in turn and read his paragraph. What did that kind of reading mean to the life of the child? It meant absolutely nothing except a turn in class to read, or to call off the words in a paragraph. It was a most unnatural, uninteresting process for both teacher and pupil. I know that something was lacking, that the story was not real to the children, (1) even though the main characters were little children or animals dear to the heart of every child, (2) even though we had talked about the story before we began to read. I realized that the response from the children was far from what it should be. Expression, animation, freedom, interest and joy in the work were absent, and what was the *result*?

(1) My reading was a mere repetition of words.

(2) The pupils were self-conscious, standing with their books gripped firmly in both hands, and their voices highly pitched and wholly unnatural. What was the *cause* of this?

(1) They were trying to make the pupil in the last desk hear the words they were calling off.

(2) I had forgotten that little children live in a make-believe play world, and that the dry facts of the lesson needed enlivening and needed to be interpreted through the play spirit and bodily activity of the child before he could get any real enjoyment from the printed page.

Might I sum all the difficulty up in one word—"Thought-getting"—the one great aim of oral reading. This was almost wholly absent.

Let us think of the reasons why people read:

(1) To get information from the printed page.

(2) For pleasure.

(3) To give pleasure to others.

In order to gain information we must get the thought from the printed page. The pupil must live through the experiences of the characters in the story, he must be able to see the climax, to look forward to the time when the character he loves so much will win in the game. Is this not also necessary if one wishes to gain pleasure through reading or to give pleasure to others? In reading orally must not one show, by the *inflection* of his voice, just what is happening; must he not show joy at one moment, sorrow at another, wonder at another, if he is to interpret the thought of the printed page for another?

But *how* to gain this? Little children of second grade should be taught to interpret the stories suitable for their grades in just as artistic a way as pupils in eighth grade, high school or university should be taught to interpret the literature given in their respective grades.

Just at this critical point I discovered a panacea for all the ills of my reading, under the guise of "*Dramatic Reading*."

I.—WHAT IS DRAMATIC READING?

(1) It is reading where the child interprets the thought of the printed page, not only through his voice, but by gestures which emphasize the thought and help him to gain poise and naturalness while he reads.

(2) It is *natural* reading. The situation becomes real through the play spirit.

(3) It is using the play spirit as a means to an end. The child plays—he is a dog, a king, a beggar. With what result? Good reading, good voice training, for do you think a king could possibly talk like a beggar? Oh, no, the king feels his responsibility all too greatly for that.

(4) It is life to the child. What is life—but one grand drama? Why not make each story a little drama? Why not make it real? Why not make it seem worth while? The child loves a world of play and movement, so it is perfectly natural for him to become a **king, or a beggar**, and thus to live through the story.

II.—FOR WHAT INTENDED PURPOSE?

Dramatic Reading is intended to accomplish three distinct purposes.

(1) To arouse a greater interest in oral reading.

(2) To develop an expressive voice, sadly lacking in most Americans.

(3) To give freedom and grace to the bodily attitudes and movements which are involved in reading and speaking.

Those acquainted with school work know, too well, the resulting monotonous, indistinct speech and the self-conscious, listless attitude which characterize so much of the reading of pupils in grades above the third.

Children are dramatic by nature. The dramatic appeal of the stories will cause the child to lose himself in the character he is impersonating and read with a naturalness and expressiveness unknown to him before, and the improvement will be evident in not only his oral reading, but also in his speech. They are for the time the kings, the fairies, and the heroes that they picture in their imaginations. They are these characters with such abandon and with such intense pleasure that the onlooker must believe that nature intended that they should give play to this dramatic instinct, not so much formally, with all the trappings of the man-made stage, but spontaneously and naturally as they talk and read. If this expressive instinct can be utilized in the teaching of reading, we shall be able to add greatly to the child's enjoyment, and to improve the quality of reading. In these days when so many books are hastily read in school, there is a tendency to sacrifice expression to the mechanics and interpretation of reading.

III.—HOW SHALL WE PROCEED WITH OUR LESSON?

The first great problem is to arouse interest in the lesson. How to do this is the question. To kindle the flame of interest there must be an appreciative sympathy between pupil and teacher, a desire to get all of the joy possible from the subject, so if the *title* is discussed, the teacher guiding by wise questions, a desire will be aroused in the minds of the pupils to know something of the story, something of the adventures of "The Bear and the Lion," "The Wolf and the Fox," and they will be most eager to read in order to learn just what happened.

But some one will ask, "How master the mechanics of the lesson?" One reading perhaps will not be sufficient to master the difficulties of the printed page. Let us then provide some motive for the mastery of the lesson. Perfect it to read to another class; to read at a morning assembly; to read at a parents' meeting; to read to a little convalescent class mate, etc.

With some such motive in view the pupils will work at the hard words in the lesson, for if they are not familiar with all the words of the lesson there will be a lack of pleasure, a break in the thought, and a lack of expression.

When the characters are selected, let the children decide who will be the best wolf, who will be the best rabbit. The pupils will easily and naturally change the inflection of their voices, for the rabbit must necessarily have a much softer voice than the wolf. The selection of characters affords a splendid chance for oral language. The children are ready for the game, for to them it will be a game, a joyful period.

When the characters have been selected, are the pupils anxious to *read*? No indeed, they are anxious to *tell* what the bear has been doing, or what he is doing now, and the pupil who was fortunate enough to be chosen to impersonate the bear takes his book in his left hand, and utterly oblivious of everyone about him, becomes for the time a big

grizzly bear, or a little baby bear, living through the, to him, real situation. If the king has been chosen, he becomes at once dignified and courtly in his manner, and ascends to his throne, the teacher's chair, in a way which at once impresses his audience that he is a very important personage.

What about arrangement of characters or stage setting? The pupils will show their initiative and creativeness in the world of make-believe. The pointer becomes a fairy's wand, the corner of the room a meadow in which cattle browse; the front bench a bed, a chair, or a couch; the eraser, a loaf of bread, a brick, or a box of candy, and the teacher's desk a tree, a hill, or a mountain.

When all is ready the reading becomes pure joy; the audience, the pupils left in their places, are just as much interested as the pupils reading, for they are eager to see just how each character will master his situation. Could you expect the voices of the pupils to be heavy and monotonous? Oh, no, they have something to tell, some picture to present, which they wish you to interpret.

There is another phase of dramatic reading which I have not touched upon, but which is indeed very worthy of mention. This phase of dramatic reading is where *one* child reads the story (playing that he is each character as he reads).

At one minute he is a fairy with a small, sweet voice, tripping lightly and softly about. In another second he is a great huge bear growling and prowling about through a great thick forest.

This phase of dramatic reading is unusually effective, because it affords a splendid opportunity for tone color, and has helped more than anything else to change the harsh tones and high-pitched voices with which many children are wont to read. It helps to put a child at ease, to make him forgetful of self, because he has an appreciative audience. When he is a fairy he must have a small, sweet voice, and when he is a bear he must have a deep, rough voice. Then, too, there is a chance for greater freedom, for he shows by his gestures and other bodily movements that he is a bear or a fairy, etc.

The real joy and pleasure the children are getting is shown by their bright and happy faces, and their earnest desire to continue with the work long after the period is over.

Following Miss Watts, Miss Grace introduced Mrs. Olivia Osborne, Arlington, who talked on "Industrial Arts."

Among other things Mrs. Osborne said: "It is necessary for every young person to have some outlet for his industry, and natural economy suggests that the industry be directed. Industry put in school work helps bring teacher and children together, helps the curriculum by acting as a binder to the abstract and concrete. In trying to create, children become more observant. The teacher should fit the work to the individual—for grades one to three give expression in things needed at school, or home, or things in which he is personally interested, namely, the primi-

tive life. For the upper grades, lessons in making of dye, leather, paper. Use home materials, making baskets as the Indians did, and it is much better to have the children go out and get material.

"The success of industrial art depends upon the teacher's idea of its importance. It is necessary to make the children feel that it is worth while—imbue them with the spirit of it. Make them get the significance of it, and show how it develops alertness, and good taste, how it teaches to discriminate between good and bad colors.

"The work should also be made practical. Have the children bring pieces of old kid gloves and make up into eye-glass cleaners, knife holders, watch pockets, etc., for Christmas gifts.

"Instead of taking too much time in the curriculum, industrial art has, been the means of welding the teachers and children together, making it a great help to rural school teachers."

Miss Martha Lynch, of Sparrows Point, spoke on "Seat Work."

SEAT WORK.

As children spend the greater part of the school day at their seats (especially true of the children in the country school) and as activity is the strongest factor in the life and growth of the normal child, it is vitally true that:

The problem of suitable and profitable occupation for young children, while not reciting, is one most important and fundamental in the primary school. Their time outside of recitation must be wasted, and worse, unless some means be found of employing them in such a way as to train them to right working habits and furnish them a means of learning. In the old-time school this problem was unsolved, but the modern education has reached it through what is called educative seat work.

The teacher should regard her seat work as work and important work, not as something to show off with. Unless she so considers it, she should not use it. It should be educative, given with a direct purpose. She must recognize it as one of her greatest problems because upon this problem depends:

- (1) A happier, a more helpful, a more active school life.
- (2) The development of power to see and to do.
- (3) The strengthening of right habits.
- (4) The addition of knowledge.
- (5) The fixing of facts.
- (6) A better solving of the question of discipline, for system and seat work make "discipline" look pale.
- (7) Growth in every sense of the word growth.

When a certain form of seat work has served its educative process, it should be discarded, because seat work should test knowledge and skill. When you present a lesson, you think a child understands, he says he understands, but put him down to the actual doing of some phase

of seat work which is illustrative of the lesson taught and you will place him in a critical position; if he does not understand or if he has not understood the salient points, he will be at a loss as to how to proceed. He must know how to think out the situation and make his applications in order to work out the problem set for him.

All seat work should have elements of beauty and should be so planned that it cannot harm the pupil physically. Beauty in a child's eyes usually means variety and brightness. Bright little pictures to be matched to words and colored pegs, sticks and tablets, rather than plain ones, are then the better thing. No work should be given that can strain eyes or nerves, because of dimness or size. If hectographed tablets are used they should be brightly printed, the letters, figures, and slips upon which the work is written should be large. Stringing tiny beads, sewing with fine materials or with tiny perforations, underlying known words in the print of ordinary newspapers, and all such things are harmful to the physical welfare of the child.

But you ask, what then shall be given if seat work is so desirable?

Seat work to be effective must be enjoyable. The children should be made to see its importance to regard it as their work and its accomplishment as worth while. This attitude is gained by presenting the right motive for the work. The best motivation may be secured by putting a social element into the work.

Have the pupils feel that they are working toward some end, that the work is worth while.

(1) A class book may be made and the best work placed in it each day. This book when completed may be sent to the teacher in a situation similar to yours.

(2) The seat work may be utilized in a sand table project, as when studying Indian life or Eskimo life.

(3) A poster may be made, using the combined work of the class. This will be placed on the wall or presented to another class.

(4) A book may be made and sent to a classmate who has been ill.

(5) The cutting, drawing, may be used to form a border at the top of the blackboard.

In order that a teacher may select the right kind of seat work she must be able to appreciate the value and understand fundamental educational principles. She must also understand child life and child needs, and must be willing to give time outside of school hours to collecting and preparing various forms of material for the work. She must make thoughtful provision for the active needs of children, because activity means life, it is the strongest factor in child life. It is an essential factor in the growth of a child. She must make sure that the work is purposeful, she must plan it as a help to the work of the day. Do I say seat work requires careful planning? Yes, indeed, it requires just as careful planning as any recitation that is to be given. Sometimes a special drill is needed in a subject. Then the seat work should look toward this.

At another period, it might be work leading toward arithmetic, toward reading, spelling, or, in fact, all of the subjects as they come in their turn.

The wise teacher's directions are definite, clearly given and concise. In a country school, where classes are many and time is limited, a large boy or girl can be trained to supervise. This same pupil will be held responsible for the care, passing and collecting of all materials needed.

I know that some of you are asking the question, where will we get the material and how will we keep it? It has been said that a successful primary teacher makes use of everything, no matter how small nor how poor. She walks about through life with both eyes and ears open, always awake, always on the alert. She collects during the summer months, in the long winter evenings, during her time of reading, sight-seeing, resting, in fact, all the time. She asks the ever anxious children, her relatives, her friends and neighbors to help her to collect. This asking of others she need not mind, for although they are helping her, she, in turn, is helping them to be more observing and more thoughtful and more awake to the interests of the public school.

What are the sources of all this material?

Old newspapers, flower, vegetable, fruit, tree, poultry catalogues, children's picture and story books, maps, books and circulars given by Railway Companies, cards and pictures given by Tea Companies and Singer Machine Company.

Objects from home, like prisms.

A shoe box full of tiny squares on which are placed groups of letters representing phonetic families, as *ight*.

A number of home-made language cards.

A number of cards having on them combinations and problems in arithmetic.

Pictures mounted on cardboard.

Sunflower seed, corn, watermelon seed.

Plain white wrapping paper.

For a small sum, one may secure assorted sticks, pegs, lentils, colored squares, paper strips, weaving mats, crayons, letter cards and many other kinds that would delight the little tot if they were given to him.

After collecting, buying or making your material there comes one of the greatest problems a teacher will encounter, that of the care of these materials.

This problem may be solved if we will only learn the old adage and practice it, "A place for everything and everything in its place."

A good sized closet of some sort is very necessary in the country school, or some place for keeping materials to take the place of it. But, suppose there is no closet, then raise money enough to buy one. That is impossible; very well, then make one. Take some large store boxes. Place one upon the other and tack a curtain across for the door. This will be not an unattractive adjunct to the school room. Many small things as shoe pegs, corn, etc., should be kept in individual boxes in

the child's desk. The sticks should be held together by a small rubber band. The children will be very glad to co-operate with the teacher in carrying out the motto, "A place for everything and everything in its place." They will also be happy to help distribute and help collect the work. This will save the teacher's time and furnish valuable training for the children.

They will do it awkwardly at first, but isn't that a good reason for their doing it? The little people to whom the boxes are given should be trained to let them alone until told to open them. Perhaps she will explain how the material is to be used before the boxes are opened. To wait for this signal is a training in self-restraint which is, in itself, of value.

No teacher who has carefully worked out this subject, planning the work to meet the needs of her class, and observing the results gained by the use of the various kinds, will ever need to be urged to make educative seat work fill a large part in her primary teaching.

Miss Helen Stauffer, of Adamstown, Md., continued the subject and emphasized the fact that seat work may be made a test of knowledge and skill—that it produced initiative by giving time for thought and freedom of action, that as a continuation study period it is of great help to rural teachers.

Miss Stauffer: How to keep little ones happy, busy, and orderly has been a problem hard to solve. Happy, because childhood should be the embodiment of happiness; busy, because little fingers and bodies were made to be busy; and orderly because order is essential to progress. It is the part of wisdom to direct, not to suppress the activities of nature. Children, if well and strong, are full of animal life. How shall we use this life to advance education? When left to themselves, children are continually seeking occupation; their vivid imaginations give life to everything.

It has been truthfully said that the minds and hands of little folks must be occupied. If we lead the child aright and provide it with proper occupation for its natural activities, we shall not have to complain of its mischievous tendencies.

Children must be taught, not only to see, but to use all their senses; to bring in a store of knowledge through all the outer channels. They need to make, select, and combine for and by themselves, really to learn and retain the knowledge gained. Constant repetition is also necessary in primary teaching, but this often leads to monotony. In order to keep up the interest and have the old story fresh and attractive, it is necessary to change clothing often.

The object of seat work is as follows:

First, to supply pupils with employment that will occupy head and hands. It has been the observation of teachers in schools of more than one grade that the pupils not right before the teacher in recitation busy themselves with some employment. Pupils desire occupation, and, in a type of school just mentioned, where seat work is not provided, much

time is spent in idleness. The teacher desires their mental powers to be actively engaged during all the school hours; she knows, too, they will probably pursue the occupation at home.

Educators have recently appreciated the constructive instinct. Now, it is recognized that children think not only with words but with their fingers. Then, too, it is found that the muscular exercise of the hands and arms in handwork is best for the muscles of boys and girls. Children love to use their hands, and all that a teacher has to do is to keep them supplied with interesting work. So handwork becomes "Busy Work," a term which exactly expresses the idea of the users. It keeps the children busy. But from this unintelligent use of handwork a transition has occurred. Not only do we want to keep the children busy, but, at the same time, we want to give the busy work some educational value. We may say that the real reasons for teaching handwork are that it helps the pupils to make interesting things, it develops the instinct for doing things, and gives them an insight into greater industries.

Secondly, seat work leads pupils to observe closely. If the pupil is engaged in drawing or handwork, he must observe closely in order that his results may compare with his model. Where there is a limit of time in schools of more than one grade, instructions are given definitely and concisely. By following directions, the child continues to learn at his seat, while not directly under the teacher's eye, if possible. The occupation as well as the recitation should advance him day by day.

Thirdly, the pupil is furnished with material for thought and the power of expressing his thoughts is developed. A rightly selected occupation means an employment and development of the mental powers. The thoughtful teacher will aim at mind training and knowledge in selecting occupations. Suppose penmanship is selected; the teacher will aim to have the pupils make good A's, B's, and C's. The tools, the collections of things must have places to be kept in, and put there. One of the main objects is to train in habits of order. In all occupations there must be a systematic method of using and caring for the tools used, and the results of the work. The occupation must cause the pupil to observe, to think, and to reach some attainable end. Skill is the result of thoughtful efforts to attain results.

In the fourth place, seat work leads the pupil to be inventive. Children are much interested in illustrative drawing; for example, they like to picture March scenes, winter scenes, or illustrate a poem which they have learned. Children in the grades should be given unlimited time in drawing. We usually allow children to draw by themselves to keep them quiet. Otherwise it is looked upon as a waste of time. But it is not. While a boy is drawing he is getting more real education than if he were learning to spell a difficult word. He is expressing what he feels and sees. Nature also provides a mass of interesting subjects. Children frequently enjoy drawing animals and writing stories about them. They enjoy tracing and coloring of leaves, flowers, and birds. Paper cutting

also shows the power of invention on the part of the child. Then, too, special occasions and holidays provide material not only for drawing and language work, but for other forms of constructive work.

Lastly, seat work tests knowledge and skill. When the lesson is presented, the teacher thinks the child understands and the child thinks that he understands. Put him to actual doing; it will prove itself. In doing he is placed in a critical position, he must work out his own salvation. Such positions make him better able to meet life. In schools of more than one grade, where the time for the recitations is limited, the busy work is a continuation of the recitation. To illustrate,—the teacher presents with objects—"Three and three are six." As seat work, the children form over tops of their desks with objects (corn, lentils, etc.) "Three and three are six." Repetition makes the fact become fixed. The child grows in power to do from doing.

To keep the pupil busy in a way which tells for the good of the child and the good of the school is the problem facing the primary teacher. The child who is not kept busy along lines of right activity for the best interests of the school will keep himself busy along other lines not helpful and will become listless, uninterested, and stupid.

The teacher aims at knowledge and development of power and will strive to gain those by making the work delightful. To compel pupils to perform the occupations will be a great mistake; if rightly managed, the occupation will be a pleasure. Enjoyable seat work makes children think; it is neither too easy nor beyond their grasp; it has to the child some definite purpose, some definite result; it is closely associated with other work and interests of the school; it is varied; it gives time for freedom of thought and action on the part of the children—it means initiative.

The value of seat occupation is especially appreciated by teachers of more than one grade. The teacher is willing to make out and plan as careful a schedule for the day's work at the seats as the day's recitation. She makes sure that the work is purposeful and that her careful eye sees all work. There should be regular times for examination and changing of work. The inspection of work may take place in class or at the seats. A great incentive for better work may be furnished by showing the best work to the class.

The teacher plans the busy work as a help to the work of the day, a review and drill on something done, or a preparation for something to be taught. She directs as well as assigns and makes her presence felt in the study period as well as the recitation. To put forth best efforts children must feel the power of the teacher behind all things.

Every child is being held to his own effort. We accept only the best effort of the child. We compare his work from time to time with his own effort, not with the results of some other child. Pupils are encouraged by putting up the best seat work papers. Booklets may be made in which may be kept his written composition, a result of oral composition. By keeping work the children receive an incentive and they are

able to note their own advancement from year to year. Also, parents are able to see in tangible form what is really being done by their children and often express themselves as being pleasantly surprised.

In conclusion, the problem of suitable and profitable occupation for young children, while not reciting, is one most important and fundamental in the primary school. Upon this problem rests a happier, a more helpful, a more active school life, the development of power to see and do, the strengthening of right habits, the addition of knowledge, the fixing of facts, a better solving of the question of discipline, and growth in every sense of the word.

The election of officers now took place and for the ensuing year were named:

Miss L. Cora Gilliss, Chairman, Salisbury, Wicomico County, Md.

Miss Helen Stauffer, Adamstown, Frederick County, Md., Secretary.

The meeting was then adjourned.

Secondary Education

MR. JOSEPH BLAIR, Chairman, Sparrows Point.

MR. N. PRICE TURNER, Secretary, Salisbury.

OCEAN CITY, MD., June 29, 9.30 A. M.

The meeting in the interest of Secondary Education was called to order on Thursday morning, at 9.30 A. M., by Mr. Joseph Blair, of Sparrows Point, Chairman.

The Chairman introduced the first speaker of the morning, Mr. R. X. Day, of the Brunswick High School, who addressed the meeting on

PRACTICAL SCIENCE IN THE HIGH SCHOOL.

The significant fact at the present time in the discussion of educational subjects is the emphasis that is placed on the practical side of the subject. Indeed, the current opinion of teachers and educators seems to be that all high school education should be made as practical as possible. This is particularly true of the subject of science. In dealing with the practical side of this subject in the high school I am mindful of its broad scope. Here we come in contact with the numerous branches of science, namely: chemistry, physics, biology, zoology, botany, domestic science and the subject, general science. In view of my topic, it would be unfair for me to limit my discussion to any particular one of these branches, nor shall I advocate the elimination of any one of these subjects from our course of study. It shall be my purpose to attempt to emphasize the practical side of the general field of science and trust that I may give some helpful suggestions to teachers of each branch.

In the teaching of any subject it is of vital importance to have definite aims of the results to be accomplished and a definite view of how to accomplish these results. How true this is of the teaching of science in our high schools! Yet the teachers of science are far from agreeing on the aims and methods of accomplishing them. It is important that we in some measure agree, for when we consider the time that is mapped out for science instruction and the great expenditure of money for our science laboratories, "the public reserves the right to ask, 'What is all this expenditure of time, money and nerve force worth?'" The community expects the students to be able to do something of real value and we as science teachers are not fulfilling our mission unless we fit the child to the scientific life of the community. Therefore we must make theory secondary and make practical science our primary aim.

In view of the fact that we are spending so much time and money on science instruction in the high school, we must face the question, "Are

we justified?" If we teach concrete material and make our practical applications, we are truly performing a mission. What subject of our curriculum is closer to our lives than science? We speak of the importance of history, mathematics, literature, foreign languages, and of our own "Mother Tongue" in high school instruction, but do any of these mean more to the lives of our boys and girls than the pure sciences? Every time our girls cook foods, build fires, light lamps or pluck flowers; every time our boys curve or bat a baseball, row a boat, fire a gun, plant corn or pump water they are brought in contact with vital scientific problems. Prof. Barber of Illinois State Normal University says, "To fit this modern world anywhere understandingly, some knowledge of the living world and the physical forces about us is a necessity. The social significance of science in modern life gives it ever increasing importance as a subject in our public school curriculum." Yet, we are further justified in our teaching of science in the high school because of the fact that the information given can be of great use to the lives of the students. We are living in an age when things are done scientifically and we believe results are being accomplished. Our chief drawbacks to these, however, are the parents of the children and those who are ignorant of the benefits of handling problems in a scientific way. Our struggle is to get people to accept the modern views on the preservation of health, on farming and the like. How better can we educate the public, than through our boys and girls? We must instill in them practical, scientific methods and fill them with the how and the enthusiasm to carry them out, and thereby justify "our expenditure of time, money and nerve force."

We cannot help but be impressed with the demand for practical science teaching. The demand is not for theory, but for practice. It should not be the purpose of the high school to train students to be specialists. Prof. Barber's criticism of science teaching is that it is too highly specialized and that there is a need of an organized course in general science. We do not want science instruction that aims to fit a student to meet college entrance requirements, for in the words of Prof. Woodhull of Columbia, "We are told that the high school college preparatory course in physics, for instance, with its 200 odd topics, is serious science, that it is highly specialized and that it is preparatory to still more serious science hereafter. My opinion is that it is a disjointed skeleton of 'fundamental principles;' that it is not science and does not prepare for science; that it is not specialized at all but is a hodgepodge of stuff never met by intelligent people in real life." He further says, "The greatest problem that the schools are facing is the lack of intimate relationship between the work of the schools and the work of the world." Listen to this from a report by Mr. Ayers of the Russell Sage Foundation: "The most serious defect of the present course of study is that it makes thousands of children waste tens of thousands of precious hours in the laborious acquisition of facts for which they will never have any practical use. The material which the children in the schools are daily learning is of a sort that is seldom or never met with in business of

even the most successful men engaged in commercial or professional pursuits." Thus we see that the trend of the times is overwhelmingly in favor of practical science instruction in the high school.

What should be the nature of the material to be used in the teaching of practical science? It is beyond my task to outline a course of material to be used in each of the sciences. I can only hope to give a few suggestions in the selection of material and trust that each teacher may apply them to his or her particular branch. The material to be taught differs with the community. A text-book can serve only as a guide. The instructor must be the judge of his own material, but McMurry of Columbia gives one suggestion that applies to us all: "It is the concrete, the detailed that arouses interest, particularly the detail that is closely related to life." Commenius further says, "Whatever is taught should be taught as being of practical application in everyday life and of some practical use." Thus we see that these authorities emphasize the teaching of the concrete. Not everything that we find in the text-books must be taught. We must base our selection on the life of the child. Let us see how. If we are teaching in an agricultural community we use agriculture as our basis for material for our physics, chemistry, botany, domestic science. The students of this community are not particularly interested in the mining of coal, in the chemical composition of some substance of which they never saw or heard; they are not concerned about the botany relating to sponges or cactus plants, in oyster culture or in the preparation of five o'clock teas or dainty luncheons. These things are not concrete to them. The teaching of them violates all the basic principles of child education. It is hard for them to get the knowledge; they don't want it; they don't have any use for it. These boys of the farm want to know more about the physics of the reaper, the mower, the plow; the chemistry of the soil, fertilizers, feeds and milk; the botany of their familiar plants and crops; in brief, they want to know more about those things which they can put to better use. The girls of the farm wish to know more about the physics of the sewing machine, the pump; the chemistry and preparation of foods that will add muscle and strength to their hard-working, "hayseed" fathers and brothers; these girls, too, want to know the chemistry of the soils and the botany of their flowers and plants. In a manufacturing community, manufacturing would be the basis for the selection of material. So on, with various communities. You may say that this method of selection tends to narrowness. In the past our mistake has been in our trying to teach too much and in reality nothing of any practical good. My slogan is, "Help the student first to understand his surroundings and the other material will take care of itself." Suggest some concrete material.

METHOD—PROJECT PROBLEMS.

Let children give material.

COULTER & WILLIAMS.

I. Problem—How do you build a bonfire?

II. Suggestions—

Manipulation.

1. Matches or live coals.
2. Paper, shavings, wood (dry.)
3. Shavings under wood.
4. Shavings on windward side.
5. Strike match and hold to shavings.

III. Questions.

1. Why must paper, shavings and wood be dry?
2. Why must we have wood rather than rock, etc?
3. Why won't shavings light wood when on top?
4. Why do flames go up?
5. Why put shavings on windward side?

IV. Draw conclusions.

V. Make practical application.

Use of laboratory in practical science teaching.

1. Specific problem to work out. Place to find information that cannot be found elsewhere.
2. Not much use for set manuals.
3. Notebook sheets. Can then make local applications.
4. Apparatus simple and practical.
5. Have students construct and do practical things.

VI. Use of community.

- (a) Study its industries.

VII. Use of magazines.

- (a) Clip articles and file in laboratory.

VIII. Teacher can do a lot of science teaching by associating with students.

- (a) Falling bodies.
- (b) Baseball field.

Mr. Blair then introduced the next speaker on the program, Dr. M. Bates Stephens, State Superintendent, who addressed the meeting on

RECENT HIGH SCHOOL LEGISLATION.

*Our Secondary Schools and the New Law Under Which
They Operate.*

The school year just closing is indeed an epoch-making one in the history of educational achievement for Maryland. We may speak in

superlative terms, and call it the most remarkable from the viewpoint of public investigation and criticism, as crystallized in the report of the Maryland School Survey Commission; the most significant in an upheaval of long established laws and traditional practices, as evidenced by the new legislation now on our statute books, and the most restless period, thinking of the school officials and teachers, since the State, in 1865, inaugurated a system of public education.

A review of these momentous doings of the past year or two would not be apropos to this particular meeting, nor is it necessary, in face of the wide publicity which has been given, both to the findings of the Commission's report and the unique provisions of our new school law, which came from our last General Assembly as a vote of confidence as to the value of State-wide inquiry made into school conditions, and the suggestions of the members of the Commission, as well as the experts who assisted in the work.

There were not many bouquets given out by these men who made the survey to those who have been responsible for present conditions in school work. We did not expect as many as are ordinarily received at a school commencement; but we hardly thought there would be such a dearth of perfume in the habitat of the Commission and its man *Friday* that we would have to fall back on our defense of Christian fortitude and never-dying patience, and exclaim, "Blessed are they who expect nothing, for they shall not be disappointed."

I want to commend that splendid spirit which endured the drastic treatise on "Instruction" as given in the printed report of the Commission, and to congratulate you for your heroic stand—although they slay us, yet will we lend ourselves to the passage of the "Education Bill."

Now that the bill has become a law, and there is no probability that our expressed opinions will do harm, I want you to feel at perfect liberty to shoot as many holes into the Commission's report, the members of the Commission, and the experts of the General Education Board as you see fit. If you run short of ammunition, I can supply you with some.

In elementary schools, where usually one teacher does all the work, a majority of them untrained for teaching, and the annual salaries averaging less than four hundred dollars, we were prepared for all the statements charging bad conditions and poor results. For a dozen years, however, we have been living under a State high school law which had been pronounced by some as the most advanced in the country. Principals of these schools are paid not less than \$1,000 a year, and the assistants receive much more than the elementary teachers. We had a right to feel that instruction given by such teachers and in surroundings so favorable would be of a high quality; and high school progress would be marked by leaps and bounds. The report does not bear out this view. Listen to a few of its observations on your schools!

"Instruction in the high school is but little better than that in the elementary schools, and is in general characterized by the same defects.

For like the elementary school teacher, the high school teacher lacks proper professional training.

"Too many of the new high schools promote cultural education and preparation for college. Latin and mathematics continue to dominate the curriculum. Both subjects are poorly taught.

"The instruction in science is unsatisfactory. As a rule, it is taught by teachers whose interest lies elsewhere. There is in most high schools little interest in science on the part of either teachers or pupils."

Now, if the subjects which dominate the curriculum of our high schools are poorly taught—Latin, literature, mathematics—and but little interest manifested in the newer and more vital subjects of *science*, where can we expect to find a high type of secondary teaching?

If this criticism is well founded, it must follow that our high school teachers either lack the necessary qualifications which secondary school teachers should possess, or they are "not on their jobs."

Assuming that the criticism has foundation, we must consider the suggestions offered as remedial for these conditions. It is worthy of note and certainly gratifying that the Legislature accepted all the recommendations of the Commission by enacting into law, practically without change, the bill prepared by the Commission. By this act, the people have put on that body of men full responsibility for correcting existing evils in our school system, so far as the *law* can do so. Now, let us consider the new school law in its relation to our high schools. It is significant that but few modifications were made, thus indicating that the law, supporting secondary education in the main, was sound.

1. A high school supervisor, who is to be one of the professional assistants in the State Department of Education, and who shall devote his time to the approved high schools and such other schools as may be doing high school work, is a product of one new feature. Prof. Samuel M. North, of Baltimore County, has been appointed to fill this position, and will begin his work August 1 of the present year. It will be well for you to cultivate his acquaintance.

2. Under the present law, the average attendance in first group schools must be 70 or above, and in second group schools at least 30. This is a new requirement. Heretofore, it was based on enrollment solely—80 for the first group and 35 for the second group.

3. The school year must have not less than 180 actual school days.

4. The standard of a high school teacher's certificate has been raised. Under the present law, a high school principal's certificate must be based on the following qualifications: Graduation at a standard college or university, or the equivalent in scholastic preparation. Added to this, a full year's graduate work at a standard university—about one-third of the year devoted to high school branches and about two-thirds in education, including high school methods, supervision, and administration. Two years' teaching experience may be taken as an equivalent for the two-thirds of the year mentioned last. Principals of second group schools are not required to have teaching experience.

There are two other forms of certificates for high school teachers, viz.:

(a) In the regular academic studies. Graduates of standard colleges or who have the equivalent in scholastic preparation, provided said graduates during their college course pursued continuously two high school branches for two years and were given not less than 200 recitation hours of instruction in education, including the aims of secondary education, and in the methods, observation and practical teaching of high school studies, may receive high school certificates.

(b) In the special branches of music, manual or industrial training, domestic science, and art, fine and applied art, commercial branches, and agriculture—high school graduation or the equivalent; two years of college grade, one-third or 24 weeks of the two years in general academic subjects and two-thirds or 48 weeks in the special branch or branches for which the certificate is issued, including 200 recitation hours in the theory of education and the art of teaching their specialty, are required in order to obtain a special high school certificate. This particular form of certificate will not be required until September, 1919.

The hope of the experts is based solely upon these changes for whatever uplift may come to high school instruction, since they embody all the modifications made to the high school law. I am in favor of living up to the spirit of these new features, and I trust our secondary teachers will make the needed preparation in order to possess the technical qualifications now laid down.

Dr. William Burdick, Public Athletic League, Baltimore, next addressed the meeting on

THE PLACE OF ATHLETICS IN THE HIGH SCHOOL.

Teachers of Maryland: Last night, as I sat here listening to the addresses, I could not help but think of a story, for in discussing any subject, we must have clear in our minds the exact definition of the words used. They should have the same meaning to all of us. It reminded me of the story of the young man, down on the Florida coast, who had been shipwrecked, and his friends said: "We do not see how you stood it on the sands without food." And he replied: "Talk about that quotation, 'water, water everywhere, and not a drop to drink,' it was bites, bites everywhere, and not a bite to eat."

If, in the discussion of athletics, we have pretty clearly in mind the meaning of the terms we are using, it is also important to have in mind the whole subject of adolescence. My experience in handling boys of ten years of age or more is that Longfellow stated the whole problem when he spoke of youth in this way, "The ocean old, centuries old, strong as youth and as uncontrolled." There is running through this period of adolescence in our boys and girls a restless energy driven by unseen and mighty forces—strong in their possibilities but unmanageable in a storm.

The teaching of athletics in the high school is a difficult problem, because the children have not established their puberty—the time when the child has really matured. This period we have pretty well established in girlhood, but it is only recently that we have found the signs that distinguish it in boyhood. It is important that we distinguish this feature, for until the boy matures sexually, as well as the girl, it is impossible to give them or get them interested in studies that are most peculiar to the high school period. We believe we can contribute to your problems if we can tell you the period of life at which the child may be. We have distinguished the period of pubescence from the period of maturity by an examination of 4,000 boys and 3,000 girls. As long as the child is in the period of childhood, it is impossible for him to get the best from the studies that deal with things suitable later on. It is important in the dealing with children or subjects, or both, that we have the physiological age clearly in mind. You see it is important that we realize the difference between the child and the youth, which is the minor source of trouble in the secondary school period. If you have children of all ages in each class, the child probably will not “take in” the subjects that are assigned unless he has passed the age of puberty or come to it. It is very important that the League be of service to you, and that the athletics be based on these fundamental principles.

“Education is for behavior,” and that is one reason that athletics are now in the high school curriculum of Maryland. I believe as J. Stuart Mills says: “A character is a completely fashioned will,” and a will, in the sense in which he means it, is an aggregate of tendencies to act in a firm and prompt and definite way upon all the principal emergencies of life. It is important in this secondary period of boys’ and girls’ lives that we guide the impulses that lead to behavior and hence character. Athletics is a most fundamental factor in the development of character, or greater self-control. We believe that merely intellectual knowledge will not accomplish anything, and so we are going to try the results of recreation and leisure on the school children for the same effects that you are working for on the intellectual side.

The Greek word, *σωφροσύνη*, for self-control meant healthy mindedness and recognized both mind and body as factors. It included temperance and courage. Temperance, an individual virtue, meant moderation between the extremes of licentiousness and doing nothing. Courage was the social virtue denoting a responsibility to others that one be brave.

Athletics are not senseless activity. They are not, as many would unthinkingly say, the getting rid of surplus energy. That is not even true of the play of the smallest child; for it is something greater than that, being the preparation for life by following racial instincts. It is not intended that athletics shall take the place of work. Joseph Lee, the best thinker about play and recreation, says, “That really our athletics and play are a preparation for work, because real work is team play.” So we believe that athletics are making men better able to take part in team play and the work of life. Athletics are an expression of the life of the

race in the individual child. They have been best defined as the "vigorous, social, fighting plays of youth," and they bring all the qualities that come from such kind of plays.

They belong in the high school curriculum, it seems to me, because they have all the qualities that help in good pedagogy. They appeal right away to the interest of the child. The athletic plans are based upon accurate thinking. They hold the attention of the child without any artificial stimulation, and working back from your athletics you can work out all kinds of problems of business, economics, or mathematics. They develop transitory instincts which come but for a while, and if we do not develop them disappear forever. Running, jumping, swimming need to be enjoyed in youth for physical growth, as well as for other social values. Again, they are progressive. They lead on from the simpler to the more complex type of activity all the time. You will notice that although these athletic events which you have used are arbitrary, they are progressive, and are based upon good principles of pedagogy and psychology. You will find a difference between the desire for awards among the small boys and the boys of the later grades. Again, as was stated to me by a principal of one of the elementary schools last week, the question of discipline in school will be solved by the use of athletics.

Reverting again to the matter of the individual need of the child. One of the most important matters is its influence in long circuiting upon all sexual impulses. I had thought I might discuss at some length the question of health and its relation to the school problems, but that was discussed on Tuesday night; for the whole athletic situation is tied up in every way with the health of the pupils. I am sure that in a couple of years, after we have had medical inspection and the "follow-up" system by nurses who will see that the children are put in their best physical shape, you will agree with me that athletics have a place in the healthy life of the child. A mother can talk to her boys and girls for a long time with regard to their physical condition without results, but if the boy realizes that his place on the team depends upon his physical condition, there is no stronger appeal.

In athletics, one sees the difference between adolescence and maturity, though play and athletics develop physical strength and healthy muscular co-ordination. Today we are emphasizing that the larger muscles shall have the main work, and not the smaller ones of the hands which require so great nervous energy. The boy always gets his height first, although the boy who has grown tall has not necessarily matured. When he has, weight begins to come. A child's purpose in athletics is purely selfish. Do not expect any higher viewpoint until he comes to adolescence. Again, the youth will pursue something for the future good, for the school or the teacher or for himself; the team player will give up anything for the sake of his group which does not mean self-sacrifice, but a greater self-realization. You should not expect a boy to take defeat gracefully. If you take the energy that there is in the boy, and gradually use it for the good of the school and of the boy as a part of the school, we are going

to get some value from athletics. We shall always find the question of defeat with boys a problem. The question of defeat with girls, we do not know much about. We have not yet found just the kind of type of game that the girl can play without its upsetting her emotionally. The movement of the Camp Fire Girls in athletics is developing that team spirit.

There is a marked difference between the boy and the older adolescent in his attitude toward rules and law. We must expect the smaller boy in the first year of the high school to demand that the letter of the law shall be obeyed. If we are going to adjust our athletics to both groups, it is going to be a difficult problem, because we must satisfy both. Law does not mean any particular progress. It is only crystallized experience. These boys have got to have that law administered, but in addition we must also lead them by the spirit of the law. If I were to criticize the attitude of the mature—teachers and friends in the country, I would say that they have not gotten farther than the point where they are still talking about the letter of the law, while it is the spirit which is the most important thing after all, not victory of their pupils, but training even from defeat.

We know of nothing where the moral training of the boys and girls can be so easily established as by some types of games and athletics. It seems pretty well proven all over the world that there is a craving to find some way by which we can teach morals. Japan has developed that along with the worship of the Emperor, France has developed it by stories and books and lessons, but we believe that these are inferior to that result which is attained from motor activity in the games of boys and girls. The purpose of athletics when the Olympic games were established was avowedly to develop a better social feeling among nations. They should have started in the elementary and secondary schools.

When we get the time and money, we hope the time will come when every boy and girl in school will have his or her type of athletics as he has his type of mathematics. So we have grouped athletics so that each boy as he grows competes in something. That is the ideal type of athletics, it seems to me. We shall always have the other type for the development of the social side, but educationally it will be of a group type.

Last November, the Junior Republic, which is composed of boys who are delinquents, were to be tested on Tuesday night, when each boy must jump. On Saturday two of the boys ran away. Here were 40 boys with no interest in one another, pure individualists. The supposition would be that they would be glad the boys had gotten away. On the contrary, the boys of the group scoured the neighborhood, on Monday night they found and brought the two boys back, and on Tuesday won the cup. That is the development of a true social consciousness, for athletics have their roots in morals and customs, and will break down prejudice between the small groups and the larger groups, small town and county seats, counties and city.

One of the most important and serious things that we can see about athletics is that it is the only appeal for a pure sex life in the boy. Attempts of self-government all over the country, in colleges, schools and everywhere have never been successful in stopping sexual immorality. No boy will tell another and no man will "tell on" another, and yet athletics makes each boy responsible to the group he represents. On that basis, athletics has one of the strongest effects upon the morals and customs of our people. If education is for citizenship; and if these statements are psychologically, pedagogically, morally, scientifically and educationally true, I believe there will grow that best thing in the lives of the men and women, a loyalty to himself, not only as an individual, but a loyalty to that school which he represents at his county meet. Thence if he represents his county at Baltimore, he will be loyal to a bigger group and it will finally lead him to the philosophy of life—loyalty to loyalty. If we can develop loyalty to loyalty, the effects of athletics will be like that of a stone dropped into a pool, the ripples will go on and on forever.

Mr. Blair: The paper of Principal Charles H. Kolb will be printed in the minutes of the proceedings. Principal Kolb is a member of the National Guard and has joined his regiment at Camp Harrington.

TEACHING OF CIVICS AND GOVERNMENT IN SECONDARY SCHOOLS.

BY PRINCIPAL CHARLES H. KOLB.

Report of the Committee for Maryland appointed for the purpose of assisting the Committee of Seven of the American Political Science Association in making an investigation of the teaching of civics in the secondary schools.

Professor Charles G. Haines, Chairman of the Committee of Seven:

Your Committee for Maryland begs leave to submit the following report:

Owing to circumstances over which he had no control, the Chairman of your Committee was not able to begin active work until about the middle of July. At that time copies of the questionnaire recommended by the Committee of Seven were sent out to all the Approved High Schools of the State, to the High Schools of Baltimore City, and to the two State Normal Schools.

It should be explained at this point that the list of Approved High Schools is made up, after inspection, by the State Board of Education. The schools are divided into two groups, denominated respectively First Group and Second Group High Schools, the group in which a school is placed being determined by the enrollment, the number of teachers employed, and the courses offered. High schools of the First Group have a four-year course, and those of the Second Group a three-year course, which, however, under certain conditions, may be extended to four years

with the permission of the State Board. It should also be explained that Baltimore City has a school system of its own, entirely independent of the State Board of Education.

There are 29 high schools of the First Group, and 36 of the Second Group. Replies to the questionnaire have been received from 11 high schools of the First Group, and from 10 of the Second Group. These schools represent 14 counties of the 23 in our State. Replies were also received from one of the Baltimore City high schools, and from the State Normal School in Baltimore. The number of replies received, when considered apart, might seem rather small; yet when it is remembered that a questionnaire sent out by the Maryland Branch of the National Council of English Teachers last spring, while the schools were still in session, received only about the same number of replies, our showing should be considered by no means discouraging.

The course of study laid for high schools of the First Group by the State Board of Education prescribes a course in Civics and United States History for all pupils of the fourth-year class. Four to five periods a week throughout the year are required, the Principal having the option of combining the history and civics, or of taking them up separately, devoting one-half of the year to each. Our replies show that this requirement is being carried out in our First Group schools, the majority heard from combining civics with history. In the Second Group schools there is less uniformity of procedure, but apparently a fair amount of time is being given to the subject.

Among the text-books used are Phillips' Nation and State, Dole's Civics, Guiteau's Government and Politics in the United States, Boynton's Civics, Fiske's Civil Government, and Steiner's Institutions and Constitution of Maryland. Among those used for supplementary purposes are Ashley's American Government, James and Sanford's Government in State and Nation, Bryce's American Commonwealth, and some of the texts already named. Almost all those reporting agree that their text-books are not exactly adapted to their purpose, though none gave any very helpful criticisms on this point.

It is generally agreed that the time devoted to civics in our high schools should be greatly increased. Some think that the present allotment should be doubled; others, that it should be increased to an even greater extent. Several of our most progressive principals suggest cutting down the amount of time devoted to foreign languages and mathematics in order to find time and place for the increase. It is the opinion of your Committee that the greatest defect in our course is the fact that the instruction in civics is relegated to the last year of the course. As probably not more than 20 per cent. of the pupils who enter our high schools remain until the fourth year, it will readily be seen that some change should be made that will open up the instruction in civics to the great mass of our pupils. This, we believe, could be done by cutting down the required work in foreign languages and mathematics and giving at least two periods per week in civics to all first-year pupils.

In the most of our schools the greater part of the time allotted to civics is given to national government and the procedure is from national to State and local. A great many of the teachers seem to realize that they are wrong on both these points, some placing the blame upon the text-books, others upon the supervisors.

In many of our schools the main emphasis in teaching civics is still placed upon the organization and operation of government rather than upon the duties and obligations of citizens and community functions. Yet most of our teachers seem to feel that the latter is the proper aim and are striving to adopt their instruction to that end as rapidly as possible.

With regard to the use of special devices to supplement their formal instruction, our civics teachers seem to be encouragingly progressive. Many use the civics scrap book and a regular drill in current events. A number have debates on political issues, which are used as a means of correlating civics and oral English. Almost all have non-partisan periodicals for the use of their pupils. *The Outlook*, *The Independent*, *Current Events*, and *The Literary Digest* are the periodicals most commonly used. In one or two schools public officials frequently make addresses to civics classes concerning applied politics. In several of our schools the civics classes visit court houses and City Council Chambers. One teacher last year took her class to the State Capital to attend sessions of the Legislature. In another school facsimile copies of the official ballot are procured by the principal every election day and a mock election is held in the school. The officials are appointed from the pupils of the highest class and the votes are cast as nearly as possible according to the way the voting is done at the regular polling places. This device has been in use a number of years and has been found very effective both in arousing interest in political issues and in training the pupils to mark their ballots correctly when they reach the age to perform the duties of citizenship. In a third school a teacher has a blackboard in the room upon which each pupil is required to place each week one article condensed from a newspaper. In this way the pupils have by Friday a newspaper of their own made up of the most important events of the week. This teacher also requires reports on magazine articles dealing with political or civic problems. In another school one pupil each day is required to make a brief report from a newspaper of events of importance from a political point of view.

In but few of our schools is local government made a subject of personal field investigation by the pupils, nor is much done in the way of studying annual appropriation bills, health reports, etc. Little is done in making surveys. Your Committee is of the opinion that at the present time work of this kind cannot be done to advantage by our high school pupils.

Systems of student self-government seem to have been but little tried in our State. One of our principals, who has had experience in other States, expresses the opinion that the School City is usually a failure. Only one principal expresses a favorable opinion on this subject, and it is

interesting to observe that this teacher is a very young man and of limited experience.

In regard to what should be the aim of instruction in civics in secondary schools, our teachers are generally agreed that the main object should be training in the duties of citizenship rather than a knowledge of the dry facts and technical details of our systems of government. They also agree that civics should occupy a more prominent place in the curriculum. Very few consider our present course adequate for giving our pupils the proper training in citizenship. Practically all think that our greatest need in order to improve our work is an increased allotment of time.

Generally speaking, our instructors in civics may be said to be reasonably well qualified. Most of them are college graduates who have specialized in history and government, and a number have taken advanced work, as a rule, at summer sessions at the great universities. Replies to our questionnaire were received from teachers who are at present working at Columbia, University of Pittsburgh, University of Virginia, and Johns Hopkins. In the majority of schools from which we have received replies the instruction in civics is given by the principal, who, in most cases, may reasonably be assumed to be the best prepared and most thoroughly experienced teacher in the school.

Very few suggestions were offered relative to ways and methods by which instruction in civics and training for citizenship may be improved. One teacher, however, makes the following: (1) Better texts. (2) More time. (3) Field work. (4) Correlate civics with history, but do not regard as appendage thereto.

In only five towns out of the 21 from which we have heard is any kind of co-operation reported as existing between the school and civic or commercial organizations. In two towns there are Women's Civic Leagues which have co-operated with the school authorities in improving conditions. The Chairman of your Committee is pleased to report that one of these is his own town. Here the Women's Civic League has been very active and successful in its efforts to improve sanitary conditions, and has done much to beautify the town and furnish means for the improvement and uplift of the community. Several years ago the League very materially assisted the high school teachers in raising funds for the beautifying of the school grounds with lawns and shrubbery according to a plan made by the landscape artist of the State Agricultural College. Later our School Board, despite the protest of a few reactionaries, gave the League permission to use a part of the school grounds for the purpose of fitting up a public playground for the younger children during the summer. This playground has been a success from the beginning and is an institution highly appreciated by the community.

In conclusion we wish to say a few words about the instruction in civics in the Baltimore high schools and in our largest State Normal School, located also in Baltimore, but under the control of the State Board of Education. We have a report from the City College, the aca-

demic and commercial secondary school for boys in Baltimore. The report is made by the head of the department of history and civics. We find that the kind of instruction is much the same as that given in our First Group High Schools in other parts of the State. The principal defect is the lack of sufficient time and the fact that the course is made available to only about 10 per cent. of the pupils enrolled. We are informed that a plan of student government in use in this school is meeting with a considerable degree of success. The report from the Baltimore State Normal School is made by the principal, who is also the teacher of Civil Government and well prepared for this work. In this Normal School more time is given to the subject than in our First Group High Schools, and the work seems to be done in a much more effective way. Forman's Advanced Civics is the text used, and Hart is employed for supplementary purposes. The method of procedure is from local to State and national, and the main emphasis is placed upon the duties and obligations of citizens and community functions. The principal gives the following as the proper aim of instruction in government in secondary schools: "To train the pupil to be a helpful factor in the wholesome progressiveness of his community: not to be afraid to take the initiative in any good work: to be intelligent concerning all government: to be a just citizen and a clean person."

Respectfully submitted,

CHARLES H. KOLB, *Chairman*,
JOSEPH BLAIR,
MARY C. OTT,
MARGARET A. PFEIFFER,
DAVID E. WEGLEIN.

Mr. Blair introduced Miss M. Theresa Dallam of the Western High School, who addressed the meeting.

Miss Dallam: During the next two years it is probable there will be many readjustments in the schools of Maryland, as a result of the late survey, which had many of its recommendations become laws at the last session of the Legislature. Then, too, there is to be another survey of higher education in the State, which we hope will result in equally good legislative action.

This, then, would seem to be the proper time to urge the claims of the girls of Maryland. It is time that provision was made for the higher education of the girls of Maryland, in the best institutions in the State. The boys have ample provision made for their college education. They have 125 scholarships in the Johns Hopkins University, besides many scholarships in the Agricultural College and in the smaller colleges of the State.

Goucher College is the woman's college of the State which requires a four years' high school course for entrance, gives four years of college

work and a degree which is recognized as equal to any college in the country. Yet not one girl is sent to Goucher at the expense of the State. Yet there are many who are prepared and should go.

Then, a great thing, educationally, has been offered to the women of Maryland in the new Bachelor of Science degree of the Johns Hopkins University. This degree is open to both men and women. It is open to the recent high school graduate and the teacher in service. One great advantage it offers is the fact that the courses are so arranged that a teacher in service can secure the degree.

But there is not one scholarship provided by the State to the Johns Hopkins University for a woman. It is only fair that the girls of Maryland as well as the boys should have a chance to get a college education at the expense of their State. There should be scholarships arranged for teachers to the Johns Hopkins University. The State should provide a number of scholarships to Goucher College for the girls of Maryland.

Those who are working for this will go to the next Legislature. Will you help us? Will you think about it? Will you talk about it to the proper people and help to get this just legislation enacted?

Mr. Blair: Dr. Andrew H. Krug, of the Baltimore City College, will now report on the work done by the English Teachers' Association.

Dr. Krug: Some of you may know that in 1910 there was organized the National Council of Teachers of English for the express purpose of studying the problem of high school English. That Council has now been working for six years. Their official journal or magazine is known as the *English Journal*. Besides publishing the *English Journal*, the National Council has been at work trying to revise the course of study. It has collected curricula from the schools of every country and reports from various organizations, and is now about to publish the report of its findings.

The National Council is aided in its work throughout the country by various State organizations. In 1913, at the meeting of the State Teachers' Association at Annapolis, the Maryland Council was organized. Prof. Wilcox has been the president of that organization. We have at present about 30 or 35 English teachers of the State who are taking the *English Journal*, and we have a few additional teachers who are members, without taking the *Journal*. You can secure the *Journal* and membership in the Council for \$1.75, the *Journal* coming to you at \$1.50, which is a reduction of 50 cents, for those subscribing through the State councils.

The National Council wants the English teachers of the country to unite. This report is called a brief summary of the forthcoming report of the National Joint Committee on Reorganization of High School Teachers. The report is almost ready and will be available in three forms. This pamphlet appeared rather late this year. As soon as it appeared, I communicated with President Holloway and Mr. Blair, asking

that we have this report fully discussed at this meeting, but it was too late, as arrangements had already been made for this meeting.

The Committee has found that high school English teachers should be organized primarily with reference to present social needs; that the English work must be related to the pupils' daily life, and to all their social and home activities. Secondly, this report is based on the supposition that the seventh, eighth and ninth grades are an integral part of the school work. Another important point is that we ought to consider composition and literature as separate topics, and the quicker we get into our minds the distinctiveness between these two, the better, I think, it will be for the teachers of high school English.

After discussion with reference to the mid-year meeting of this high school section, nothing definite was decided upon.

On motion duly moved and seconded, the meeting adjourned.

Elementary Education

GRAMMAR SECTION.

ANNA M. HYDE, *Chairman*.

M. ROSE PATTERSON, *Secretary*.

OCEAN CITY, MD., June 29, 1916.

The Grammar Section of Elementary Education of the Maryland State Teachers' Association was called to order at 3.30 P. M. by the Chairman, Miss Anna M. Hyde, of Frostburg.

Miss Hyde: Science may come and Latin may go, but English goes on forever. I have, therefore, asked Dr. Krug to handle one definite phase of the subject.

Dr. Andrew H. Krug, head of the department of English at the Baltimore City College, gave an able talk on "Oral English: A Solution of Some Grade Problems."

ORAL ENGLISH: A SOLUTION OF SOME GRADE PROBLEMS.

The oral English movement, seemingly new, is but a spirited return to one of the two necessary forms of expression, altogether too much neglected. The tendency of all academic college work toward writing and silent reading has produced many specialists, only too well known for their loss of the power of persuasive speech. We need to bear in mind two of Prof. Palmer's striking aphorisms: "Men do what we persuade them to do," and "Whoever goes to his grave with bad English in his mouth has only himself to blame."

The average teacher often hesitates to take up oral English as a separate branch of her work, fearful of the "elocutionary" efforts of former days, and conscious of her ignorance of voice training. A few simple facts, however, concerning the production of voice can be easily mastered by any teacher and presented to the class. The more important matter is to see that the pupils breathe easily and properly, and through the mastery of self-consciousness, show proper relaxation of all the muscles involved in speaking. After definite, short talks on the value of distinct enunciation and articulation, and after attention has been called to the fine effects produced by actors, ministers, and public speakers, then every recitation may afford opportunity for lessons in oral English.

In order to start awkward beginners in public speaking, never commend talk for talk's sake. Nothing more certainly produces self-consciousness. Have the pupil full of some subject that is new to the class. Conduct recitations, as far as possible, by the topical method. Let there be

daily reading, with the pupil before the class, and may the teacher always find time to read herself. The recitation of selections from the best poetry, standard declamations, and notable speeches are likewise valuable. Among the exercises requiring original composition in oral English may be included accounts of trips, current events, how to sell certain articles, authors' lives, book reviews, town improvements, school teams, etc. (See Bolenius' *Teaching of Oral English*.)

In what sense is all this a solution of some grade problems? It is the truest and best form of a complete self-expression, physical and mental. There is distinct motivation in their efforts to hold the interest of classmates. For the upper grammar grades the period of physical awkwardness is coincident with the period of social awakening, and in their efforts at socialized speech, necessarily crude at first, our pupils will secure a training to be gained by no other means.

A discussion followed. The Chairman emphasized the value of Miss Bolenius' book for young teachers.

Miss Edna M. Marshall of the Frostburg State Normal School then read a paper on "Nature Study in the Grades."

NATURE STUDY IN THE GRADES: ITS SCOPE, METHODS IN TEACHING IT, AND FUNCTIONS.

BY EDNA M. MARSHALL.

The time has passed when it is necessary to urge the importance of the love and study of nature in our schools. Nature study now has its place, and a very substantial one. In an ideal school, its place is almost a central one. Its scope is so broad, its subject matter so varied, that it cannot fail to interest in some one of its fields at least.

For work in the early grades, plants can be readily and easily used. Begin by awakening in children an interest in and a love for flowers. Most children love flowers naturally; they enjoy bringing flowers to school, and here by teaching the recognition of flowers by name may be begun this delightful study. This should be done naturally and informally. The teacher may say, "Thank you, Mary, for this bouquet. Why here's a violet, an anemone, and a sprig of arbutus." Or "Jane has brought me a beautiful flower. What is its name?" Right here may follow a little discussion, and little by little the children will learn to recognize the common flowers of field, orchard, and garden, never realizing they are learning anything.

Another step in flower study is inspiring in the child a desire to care for and preserve his flowers. Little perspiring hands soon cause the flower heads to droop and look dejected. A respect for the rights of flowers can early be inculcated in the children by having them immediately put their flowers in water, no matter how tired they are, when they return from a trip.

Window boxes or gardens give experience in the growing of flowers. Simple experiments may be given; such as, "To find out what kind of soil plants love best to grow in," "To show that plants need water," "To prove that plants need light in order to grow," "To show that leaves love the light." The need of plants for rich loose earth and water is easily understood by the children; but the need for light is not so apparent. I know of no better way than by using Mrs. Comstock's story of the "Leaf Factory." It goes much in this way:

Plants are just like us; they have to have food to make them grow. Where is the food and how do they find it? Every green leaf is a factory to make food for the plant; the green pulp in the leaf is the machinery; the leaves get the raw material from the sap and from the air, and the machinery unites them and makes them into plant food. This is mostly starch, for this is the chief food of plants, although they require some other kinds of food also. The machinery is run by sunshine power, so the leaf factory can make nothing without the aid of light; the leaf factories begin to work as soon as the sun rises, and only stop working when its sets. But the starch has to be changed to sugar before the baby, growing tips of the plant, can use it for nourishment and growth; and so the leaves, after making the starch from the sap and air, are obliged to digest it, changing the starch to sugar, for the growing parts of the plant feed upon sweet sap. Although the starch factory in the leaves can work only during the daytime, the leaves can change the starch to sugar during the night. So far as we know, there is no starch in the whole world which is not made in the "leaf factories." This story should be told and repeated often, until the children realize the work done by the leaves for the plant and their need of light.

Parts of the flower and plant, uses of the flower and plant organs, how insects are flower partners, seed germination, the relation of plants to geography, uses of plants to man, are some of the topics which may be used in plant study. These topics apply both to cultivated and wild flowers.

Before leaving plants, mention must be made of our flowerless ones. These, of course, can be taught only in the higher elementary grades. Indeed, the study of these plants is one of the wide open doors that lead directly from nature study to systematic science. Ferns are, by far, the most attractive in appearance and many interesting things can be taught about them. Mosses are still smaller plants, that, like the ferns, have sex and a sexual reproduction in their life's history. Liverworts and lichens are plants still lower in the scale of life. Lichens serve as an introduction into the next two groups,—the algæ and fungi. Algæ can always be found in a school aquarium, often as velvety growth on the glass or as the green slime attached to plants or floating on the surface. Every child is familiar with the pond scum or *Spirogyra*, seen floating on stagnant ponds or bodies of water.

The largest and lowest of all the flower groups is the fungous group. Here we find our mushrooms, frogstools, puffballs, morels, stinkhorns,

bracket fungi, mildews, moulds, and bacteria. While there is more that cannot be taught in these grades than can be taught, yet we can teach that fungi grow on trees that have been injured by ropes, halters, etc., that the intelligent cleanliness of garden and premises, the burning of rubbish and dead leaves that may harbor spores, the planting and pruning of plants so as to admit sunlight and air to every part of the plant will do much for the prevention of fungous diseases of plants; that intelligent cleanliness is a means of prevention of many diseases caused by the entrance of bacteria into the body by means of the air passages, skin, and mouth. In the study of bacteria, I know of no better plan than to study with a class the Board of Health regulations of the city or town with regard to cleanliness of premises, isolation and control of contagious diseases, and practical methods of disinfection.

The animal kingdom furnishes us with another list. In that list, to me, the birds are most interesting. They are so beautiful, they are so bright and cheerful, their colors are so exquisite, their movements so graceful and behavior so varied, that of all the animal world they certainly are the best subjects for nature study. Besides, we know how intensely valuable the birds are to us. There is no doubt in the minds of scientific students that were it not for the birds a very large proportion of our vegetable life would be destroyed by insects. We are beginning to realize what a bitter mistake it has been to deal so carelessly with our birds.

The reason for studying any bird is to ascertain what it does; in order to accomplish this, it is necessary to know what the bird is, learning what it is being simply a step that leads to a knowledge of what it does. The identification of birds is the alphabet to real study. In the first lessons given, an attempt is made to lead the child gradually into a knowledge of bird life. Such topics as "Feathers as clothing," "Feathers as ornaments," "How birds fly," "Beaks and feet of birds," may be given. Children soon notice that the males have the more brilliant plumage and the sweeter voices for the purposes of attracting their mates and cheering them while nesting, that the female birds take on the greens and browns of the leaves and trunks, so as to hide them when nesting from enemies that might molest them. Have you ever listened to a male cardinal wooing its mate? Have you heard the mother bird's contented chirp as she sat on the eggs; the father bird's song as he watched over and protected her? Did it not bring to you Lowell's words:

"The little bird sits at his door in the sun,
Atilt like a blossom among the leaves
And lets his illumined being o'er run
With the deluge of summer it receives;
His mate feels the eggs beneath her wings,
And the heart in her dumb breast flutters and sings,
He sings to the wide world, and she to her nest,—
In the nice ear of Nature which song is the best?"

A beginning is made by knowing the most common birds, then gradually we can teach whether they are resident or migratory ones. Food charts, a Bird Census of a certain area, a Census as to the location of nests, Bird Calendars are all devices for getting pupils to carefully observe birds and their habits. The establishment of homes, the making of bird baths, the making of feeding shelves, the scattering of nesting material, the supplying of food during stormy weather, the driving away of bird enemies, are all good ways for attracting feathered visitors. The formation of a Junior Audubon Society is one of the best ways of interesting children in birds.

Another method of attack is learning to know the birds by their songs. It is easy to recognize some, for they call their own names. Some of those birds are the cuckoos, phoebes, bob-o-links, whip-poor-wills, chickadees, bob-whites, and towhees. Perhaps the commonest method, and for most people the most satisfactory, is that of making a bird say something. John Burroughs has done this very well, and almost every bird writer has done a little of it. To make the oven-bird say, "Teacher, teacher, teacher," or the Maryland yellowthroat say, "Witchery," is to give an idea to the reader that will certainly help him identify these birds. The long-drawn-out "Can't see me" of the meadow-lark and the warbled "Cheerily" of the robin are so clear and unmistakable that they can be very soon learned. A little later will come the less easily described notes of the chippy, bluebird, brown-thrasher, and the wren. Other songs will come gradually, and any effort spent in the learning of them will bring a full reward of pleasure to the owner of the faculty.

But the bird world is not the only world of interest in the animal kingdom. To many, other divisions may be more interesting. Izaak Walton said that nature study, fishing, and philosophy were akin and as inevitably related as the three angles of a triangle. And yet it is surprising how little fish have been used as subjects for nature study. Every brook and pond is a treasure to the teacher who will find out what there is in it and who knows what may be gotten out of it. Frogs and their relatives, snakes and their kin,—the turtles, lizards, and alligators; mammals, insects and other invertebrate animals may all be made very interesting. The appeal to the children in mammal study is made through their love of pets. The cat, dog, horse, rabbit, mouse, and guinea pig may be so taught. Insects, too, are among the most available of all living creatures for nature study. The lives of many of them afford more interesting stories than are found in fairy lore. Many of them show exquisite colors, and, more than all, they are small and are therefore easily confined for observation. It is necessary for the teacher, who would teach intelligently, to know something of the life stories, habits, and structure of the common insects. Hodge in his book, "Nature Study and Life," puts them in these groups: "Insects of the household," "Insects of the garden," "Insects of field and forest," "Beneficial insects," "Insects beautiful and interesting." The economic importance of insects must be taught, but can be

taught only by studying separate species. The common house fly, mosquito, and ladybird beetle are taught with entirely different objects in view. The community life of honey bees and ants is very interesting.

Of the invertebrate animals, the snail is another interesting one. Those who speak so glibly of a "snail's pace" should study it, then they would not sneer at it, the method of locomotion of the snail with its one long foot being wonderful indeed. The crayfish, from its head to its tail crowded with appendages, finds here its place. Earthworms and spiders may also be studied. Can you say as Walt Whitman did?—

"A noiseless, patient spider,
I marked where, on a little promontory it stood isolated,
Marked how, to explore the vacant, vast surrounding,
It launched forth filament, filament, filament out of itself;
Ever reeling them—ever tirelessly speeding them.

And you, O my soul, where you stand,
Surrounded, surrounded in measureless oceans of space,
Ceaselessly musing, venturing, throwing, seeking the spheres to
connect them;
Till the bridge you will need be formed—till the ductile anchor hold;
Till the gossamer thread you find, catch somewhere, O my soul."

But the plant and animal worlds are not the only places from which materials for nature study may be drawn. A brook is the most fascinating bit of geography which the child encounters; and yet how few children who happily play in the brook—wading, making dams, drawing out the crayfish from his lurking place under the stones, or watching schools of tiny minnows—ever dream that they are dealing with real geography. L. H. Bailey in "The Nature Study Idea" uses these words:

"To my mind the best of all subjects for nature study is a brook. It affords studies of many kinds. It is near and dear to every child. In miniature, it illustrates the forces which have shaped much of the earth's surface. It reflects the sky. It is kissed by the sun. It is rippled by the wind. The minnows play in the pools. The soft weeds grow in the shallows. The grass and dandelions lie on its sunny banks. The moss and ferns are sheltered in the nooks. It comes from one knows not whence; it flows to one knows not whither. It awakens the desire to explore. It is fraught with mysteries. It typifies the food of life. It goes on forever.

"In other words, the reason why the brook is such a perfect nature study subject is the fact that it is the central thing in a scene of life. Living things appeal to children."

Some of the most important minerals may also be studied, the ones studied being those common in the locality. Soil has its place in the Agricultural classes of the highest elementary grades. Indeed, the work in those classes is Agriculture and Nature Study. Yesterday the Agri-

cultural section had its meeting. Those who were there heard many interesting topics discussed. Winds and their causes, rainfall and the different forms, temperature and conditions affecting it are all subjects usable for nature study.

But the starry firmament must not be left out. Thomas Carlyle said: "Why did not somebody teach me the constellations and make me at home in the starry heavens, which are always overhead, and which I don't half know to this day?" Time spent in star study is an investment for future years. The stars are a constant reminder to us of the thousands of worlds outside our own, and looking at them intelligently, lifts us out of ourselves in wonder and admiration for the infinity of the Universe, and serves to make our own cares and trials seem trivial. To me, nothing ever learned has been such a constant source of satisfaction and pleasure as this ability to call a few stars by the names they have borne since the men of ancient times first mapped the heavens. It gives a sense of friendliness with the night sky that can only be understood by those who have had a similar experience. To us, who dwell in a world of change, the stars give the comfort of abidingness. They remain ever the same to our eyes. When we once come to know a star, we know exactly where to find it in the heavens, wherever we may be. A star which a person knows during childhood will, in later life and in other lands, seem a staunch friend and a bond, drawing him back to his early home and associations.

Incidentally, in the attempt just made to show how broad a field the nature study teacher has from which she may draw her material, some little mention of methods used has been made. In continuing, I should say, first of all, begin with nature materials with which your pupils come in contact. A piece of coal is far more interesting to a child of Allegany County than a piece of something not found in the county. Then, too, be sure your nature study lessons are from the natural objects. The free open air is the best background for all work in nature study, but in the majority of schools, these out-of-door lessons cannot be frequent. The best thing to be done, then, is to bring the out-of-door life inside. Pupils are glad to get materials. Teachers in their walks in the open, for every nature study teacher should have at least one long walk a week, may gather materials for work. These, if stored systematically, may be brought out as needed.

A constant temptation of the nature study teacher, and one to which she often succumbs, is to substitute a picture for the thing itself. The temptation to work from books is still greater. Picture study is not nature study. I do not mean that pictures have no place in nature study. When they can be made to explain, to enrich, to beautify a subject already observed, then they are valuable. Pictures, too, produce in the minds of the pupils a preparedness for observation. If the teacher means that pupils should learn to know the bluebird or oriole, then a picture of a

bluebird or oriole will serve to help them understand what it is they are to see. Nor must books take the place of observation; they must not lessen observation; they must increase both the number and the richness of the observation. A teacher new to the work will be helped by books which will help him identify material. Then there are the nature books of men who have a broad conception of nature, the men who have lived close to nature's heart. These men often make technical mistakes in the science, yet that doesn't prevent us from loving the poem or writing. Dr. Schmucker in his book, "The Study of Nature," makes this the criterion by which we can judge the value of a book for purposes of Nature Study: "If it leads us to nature, if it sends us into the open, if it makes us clearer in observation and more earnest in our search, it is a good book. On the other hand, if it makes us content to study nature by the fireside and in the library, then it may be charming literature, but it is not nature study."

There has been much discussion as to the time for giving the nature study lesson. From these discussions have arisen two theories. Some teachers believe it should be a part of the regular routine; others have found it of greatest value if reserved for that period of the school day when pupils are weary and restless and the teachers' nerves strained to the snapping point. There are others who use it only as supplying material for other lessons. They correlate it with language work, drawing, geography, history, arithmetic, agriculture. This correlation is a splendid thing, and by all means, do it, if your curriculum is so crowded that you cannot get it in any other way. Even if you have a regular period, some correlation is an excellent thing, but to my mind, better work can be done if there is a definite period, and a well organized course of study arranged for it. That period need not be long, for the lesson should be sharp and short, varying in length from 10 to 20 minutes or a half hour. It is best not to repeat a lesson unless the pupils demand it. It should be done so well the first time that there is no need for repetition.

A field notebook may be a joy to the pupil and a help to the teacher. Any kind of a blank book will do, except that it should not be too large, and the pencil should always be attached. Through the notebook, a teacher may discover where the child's attention impinges upon the realm of nature and thus may know where to find the starting point for cultivating larger intelligence and a wider interest. A field excursion, too, conducted along the right lines is always a benefit. Pupils should be made to understand what it is they are to look for, and the field notebook should be a part of the pupil's equipment for such a trip. These trips may vary in length from a few minutes to several hours. Then, too, the organizing of a club by the pupils for the purpose of studying out-of-door life is a great help and inspiration to the work in nature study in the classroom. Topics are brought up and discussed. Often it is well to have people outside of the school come in and talk along whatever lines the pupils want. They are inspirations to the pupils. Sometimes the mem-

bers of a club are put in different groups; as the bird group and the wild flower group. These groups make especial study along their lines, then help the others. In a large class, this is one of the best ways for studying nature and enjoying it.

The importance of this study of nature in the school is no longer questioned. Its place in the curricula of the schools is established. Its purposes and the results accomplished have put it there to stay. The value from an economic standpoint is enormous. Money is the common universal expression of value that everyone understands and respects, and while we realize there are many things which money cannot buy, this measure of value is fundamental to the ordinary affairs of life. Insect pests, noxious weeds, fungous or bacterial diseases destroy life. Their destruction is felt in the loss of money to the gardener and farmer. Nature study studied with this value in view often appeals to the outsider more than other values, and it was chiefly through this aim that its place was first established in the schools.

After a beginning has been made, other and so-called higher motives may develop. When man secures his necessities, then he turns to the beautiful. Nature study then expresses itself by surrounding homes, schools, etc., with flowers and shrubbery, and making them as beautiful as possible.

Still another important value is the information gained, and gained firsthand, for the powers of observation are undoubtedly trained. It forms the basis of much of the higher sciences studied. When deciding upon a topic to be discussed, consider what the value of it is. Be a learner with the child. Fear not to say, "I do not know," for a child may ask questions the wisest man cannot answer. The field is so boundless that it cannot be expected that an elementary teacher know all or much about a small part of it. Children, teachers, and specialists are all learners together, all working with an educational aim in view, the health of all being improved by the work, for the out-of-door life takes them afield and keeps them in the open, which not only helps them physically, but occupies their minds with subjects worth while.

But more to me than the economic, esthetic, and educational values are the happiness and contentment which come by being intimately acquainted with nature. It is ever our companion, whether we will or no. Even though we are determined to shut ourselves in an office, nature sends her messengers. The light, the dark, the moon, the cloud, the rain, the falling leaf, the fly, the bouquet, the bird—they are all ours. If one is to be happy, he must live in sympathy and with an understanding with common things. He must live in harmony with his environment. Such a sympathy and understanding adds a sparkle to the eye, elasticity to the step, and a glow to every heartbeat, and is the most efficient safeguard against idleness and waste of time, evil, and temptation of every sort. The love of something worthy and ennobling is a passport the world over, for "all the world loves a lover."

"To him who in the love of nature holds
Communion with her visible forms, she speaks
A various language; for his gayer hours
She has a voice of gladness and a smile
And eloquence of beauty; and she glides
Into his darker musings with a mild
And healing sympathy that steals away
Their sharpness, ere he is aware."

A number of bird songs were next presented on the victrola.

A stirring address was given by Mr. Herbert Hayes Murphy, of the Maryland State Normal School at Towson, Md.

MOTIVATION OF THE TEACHER.

BY PROF. H. H. MURPHY, M. S. N. S.

Twenty years ago Dr. Dewey and other prominent educators aroused the school world by their discussion on "Interest." Today we are talking and thinking about the same idea, but we call it by a new name—"Motivation." The words written and spoken on this subject aim especially to make subject matter more worth while for the pupil and to bring freedom rather than oppression to the boys and girls in the school room. The aim, however, of this paper is to discuss the factors that may bring some of this motive force to the teacher.

We consider that work is "motivated" when our real self is expressed in the doing of it. "*Put your whole soul in the task*" is but another way of expressing the same idea. Poor results are given whenever the external performance is in opposition to the inward ideal. Good results come whenever the deed and the doer are harmoniously related, the former being the objective expression of the latter. No teacher can arouse this self-expression in the pupil until he can put into his teaching the power generated by this soul or self-activity. Therefore the importance of motivating the teacher.

In order to find some of the motives that were operating in sending recruits into the field and in keeping them in the work, the following method was used: Each student in the junior and senior classes of the Maryland State Normal School was asked, "Why do you wish to teach?" The members of these two classes were also requested to write to their friends of teaching experience, asking them the following: "Why did you begin to teach?" "Why do you continue teaching?"

The normal schools emphasize the methods of teaching and do not consider much the philosophy of the process, and, therefore, such a question was difficult to solve. Many of the students never had considered it, and it may be a true conclusion that our vocations are not *consciously* selected by us, but rather we are selected for the vocation by external agencies.

The replies from the students show that there are various and peculiar motives either really or supposedly operating in the minds of those preparing to teach. The following motives were the most frequently named:

About 25 per cent. gave as a motive "My love for children." About 15 per cent. gave "I consider it a nice position for a lady." About 12 per cent. gave "I always, from childhood, wanted to teach." About 15 per cent. gave "I desire to serve the public by helping children to serve." About 12 per cent. gave "I need the money." About 5 per cent. gave "I consider it a good way to improve myself." About 6 per cent. gave "I want to be independent." About 4 per cent. gave "I like the short hours and long vacation." About 6 per cent. gave "I think it will give me pleasure." Many other motives were given by different individuals. If we question concerning the origin of these so-called motives we conclude that they are instinctive forms of expression belonging, for the most part, to the group of selfish or individual instincts, although a large percentage could be classed with the altruistic group.

The replies received from those with experience, although interesting, were very few in number and no general conclusion could be made from the limited data. Some replies indicate that too many are motivated away from the teaching profession rather than towards it.

We conclude that instinct and habit are the two moving processes that control the supply of teachers; instinct leads us into the work and habit keeps us there.

Is habit a proper and sufficient source of motivation for a teacher?
No!

No matter how much we may depend upon habit for efficient performance of our daily tasks, we must remember to keep habit as our slave and not our master. Habit must keep us at our post of duty, perform for us the mechanical part of the programme, but poor indeed would be the teacher whose self can be expressed *only* through habits.

The true teacher must have a philosophy, must ask the "why" of the process, must enlarge and change habits, and emotionalize the process by following and forming *ideals*. Make "new occasions teach new duties." Keep fresh and alive the soul by planning new *problems* each year.

An essential motive for the teacher is the habit of forming new habits of thought and methods in teaching. If we make no change in our knowledge, from year to year, we are either failures or moving rapidly to such a condition. "Why do I teach?" The answer should be, "Because I have something to teach about." Many of us would be surprised if we compelled ourselves to answer the question, "What do I really know about it that makes it worth the time and effort used in trying to get others to obtain it?" No one effectively teaches a subject until they are that subject. Their self must be expressed in terms of that subject matter. Go ye, therefore, to those that sell and buy for yourselves; saturate yourself with your subject, get it from summer schools or night schools, or books, but get *it*.

Another essential motive is an appreciation of children, their natures and possibilities. For the teacher the true function of subject matter is to change the mind of the child. Knowledge is not a commodity to be passed over to someone as we do with material goods. Our information is only a means by which we stimulate other souls to express themselves. Therefore the *chief* motivation for the teacher is the *desire* to bring that immature, undeveloped nervous system of the child into such a condition that it may have freedom in self-expression.

Pestalozzi was not famous by reason of the control he had over the content of the subject, but he became a leader on account of the great motive power that drove him into the midst of the poorest and most despised natures, in order that these humble souls may have the best means possible for their self-expression. There must be a garden and a gardener for the youngest child. This idea led Froebel to originate the kindergarten. In a little graveyard in Göttingen, Germany, you will find a stone with this inscription:

"To penetrate the sacred depths of truth,

"To strive in joyful hope for human weal, was his life's aim."

Such was the motivating force that led Herbart to search out principles by which humanity could be helped in its struggle for expression.

We summarize this discussion by saying that instincts and habits are the general forces that move the teacher, but the most successful teachers are filled with a knowledge of their subject, and with an intense desire to help the mind in its process of learning. Those who would motivate others should seek to motivate *first themselves*.

Report of the Civics Committee

Second Report of the Committee for Maryland appointed for the purpose of assisting the Committee of Seven of the American Political Science Association in making an investigation of the teaching of civics in the public schools.

Prof. Charles G. Haines, Chairman of the Committee of Seven:

Your Committee for Maryland begs leave to submit the following report on the teaching of civics in the *elementary schools*.

The elementary schools, as well as the high schools, in all the counties of Maryland follow the course of study laid down by the State Board of Education. This course of study contains an outline for the teaching of Government, beginning with the First Grade. The two subjects, History and Government, are grouped together under the general head of Conduct, and it is assumed that the two will be taught in a closely connected way throughout the seven years of the elementary course. This outline in its complete form is as follows:

FIRST YEAR GRADE—CONDUCT

FIRST HALF YEAR.

The *beginnings* of biography, history and civics should be laid in the first year grade. These oral lessons to be given in connection with language lessons. Birthdays, school anniversaries, home and school duties, respect for others, care of school property, obeying rules, politeness, punctuality, truthfulness, etc., may become subjects of conversation and matters for daily practice. Telling of stories about Old Testament characters.

SECOND HALF YEAR.

Old Testament stories continued; stories from Mother Goose, fairy stories and fables; concrete illustrations which will include habits of gentleness, care for the weak, truthfulness, obedience, promptness; love for parents, teacher, playmates, and neighbors; kindness and protection to birds and dumb animals.

SECOND YEAR GRADE—CONDUCT.

THE ENTIRE YEAR.

Continue concrete teaching which will affect favorably the conduct and habits of pupils; let them see the necessity of laws and why they

should be obeyed; the common duties they owe the family, the school, the community, the State and the nation should be emphasized from now and on through the succeeding grades; simple lessons in civics may begin in this grade which will, by easy transition, lead on to the more important facts of Government; stories of home environment and industries; Bible stories, including those about Jacob and Joseph, Joseph and his brethren, Moses, Ruth and Naomi, Jonathan and David; fables and myths.

THIRD YEAR GRADE—CONDUCT.

FIRST HALF YEAR.

Biography and Myths: Classical myths; story of the Indians, Columbus, Washington, Lord Baltimore (first), Independence Day, Capt. John Smith, Pocahontas; stories in simple form of Egypt, Assyria, Judea and Babylon.

SECOND HALF YEAR.

Myths Continued: Sketches and stories of the great men who were contemporaries of Columbus, Washington and the first Lord Baltimore; collect pictures for school room of all great personages whose biographies have been discussed; biographical stories of Leonard Calvert, Henrietta Maria, William Claiborne, Capt. Richard Ingle, William Stone, Charles Calvert, Sir Robert Eden, Charles Carroll of Carrollton, William Paca, Samuel Chase, Thomas Johnson, William Smallwood, Mordecai Gist, John Eager Howard, Francis Scott Key, Edgar Allan Poe, Roger B. Taney.

FIRST HALF YEAR.

Morals and Civics: Concrete and illustrative teaching which will help to inculcate right habits—see White's "School Management" for suggestions; continue study of Old Testament characters and stories. The *beginnings* of Civil Government to be continued; discuss the government of the family and reasons for it; school government and reasons for it; names and duties of the town's officers.

SECOND HALF YEAR.

Concrete moral instruction as suggested in first half year continued and enlarged; study the lives of a few eminent men whose names are borne by the counties and cities of Maryland; continue study of town and county government, including duties of the various county officials; pupils commit "America" and a few other patriotic songs.

To the Teacher: This work should be correlated with that of geography.

FOURTH YEAR GRADE—CONDUCT.

FIRST HALF YEAR.

Biography and History: Review stories and sketches of previous years; pioneers in Maryland and surrounding States; biographical sketches of John Cabot, Sir Walter Raleigh, John Carver, Peter Stuyvesant, William Penn, Benjamin Franklin, Daniel Boone, Samuel Adams; Maryland History stories.

SECOND HALF YEAR.

Biographical Lessons Continued: Henry Hudson, Miles Standish, Lafayette, Alexander Hamilton, Thomas Jefferson, Dolly Madison, Henry Clay, Andrew Jackson, Daniel Webster, Nathaniel Hawthorne, James Russell Lowell, Henry Longfellow, Abraham Lincoln; continue Maryland History stories; easy lessons from the elementary text-book.

FIRST HALF YEAR.

Civics: Discuss the institutional life—the family, church, school, society, etc.—as seen around the pupils; enlarge on talks of town, county and State Governments; the President of the United States, the Governor of the State; maintenance of roads and schools.

SECOND HALF YEAR.

Continue talks on topics of first half year; how officers are chosen—laws pertaining to voting; patriotic songs and poems; mail, telegraph and telephone.

FIFTH YEAR GRADE—CONDUCT.

FIRST HALF YEAR.

History and Biography: Daily lessons from an elementary history of the United States with special emphasis on historical narratives; explorations and discoveries; early colonies of North America, and difference in people who settled them; early Indian wars and life in colonial times; Maryland History stories continued, etc.

Civics: Review topics of previous years; study county and State school systems; qualifications of voters.

SECOND HALF YEAR.

History and Biography: Continue lessons from text-book; continue study of the colonies and note this division: (1) Southern colonies—Vir-

ginia, the Carolinas and Georgia; (2) The New England colonies—Massachusetts, New Hampshire, Connecticut and Rhode Island; (3) The Middle colonies—New York, New Jersey, Pennsylvania, Delaware and Maryland; stories from Grecian History and Maryland History stories.

Civics: Study departments of Government (legislative, executive and judiciary); discuss how laws are passed; branches of the State Government; taxation and what becomes of the money; courts, judges and jurors, etc.; collect reports of State officers.

SIXTH YEAR GRADE—CONDUCT.

FIRST HALF YEAR.

History: Continue lessons from text-book; in colonial history work several colonies should be studied in detail, as types; Virginia, Massachusetts, New York and Pennsylvania; French and Indian War and its bearing on the future of the United States; Maryland History stories continued.

Civics: The duties of State and county officers; important battles of European countries.

SECOND HALF YEAR.

History: Continue lessons from text-book; important battles of European countries, as Marathon, Thermopylæ, Salamis, Hastings, Waterloo, etc.; biographical sketches of great war heroes; continue study of Marylanders who were *history makers*; collect pictures of prominent Marylanders.

SEVENTH YEAR GRADE—CONDUCT.

FIRST HALF YEAR.

History: Lessons based on more advanced text; teach causes leading to Revolutionary War, plans for raising revenue in the colonies, stamp act, tax on tea, etc.; Declaration of Independence (committing to memory first part); with aid of a geography, study campaigns 1776-78 in Middle States; also those of 1778-81 in Southern States—teaching one or two principal battles in each section thoroughly (Bunker Hill, Long Island, Saratoga, Savannah, King's Mountain, Yorktown); emphasize part Maryland took in the war—the battle of Long Island, Burning of the Peggy Stewart, Howard, Smallwood, Gist; lessons on State history; discuss the critical period between 1781-1787; teach Constitutional Period and the financial schemes of Hamilton; War of 1812.

SECOND HALF YEAR.

Continue basing lessons on text-book, teaching with special emphasis the naturalization laws, Monroe doctrine, growth of slavery, causes and results of Mexican War, discovery of gold in California; internal development—railroads, canals, telegraph; doctrine of State's rights, Missouri compromise, Kansas-Nebraska troubles, fugitive slave law, Dred Scott decision, causes leading to and main facts of the Civil War and also the war with Spain.

THE ENTIRE YEAR.

Civics: Emphasize local laws governing the country; larger facts relative to the General Assembly and State Government; more details concerning duties of public officers; broader discussions of institutional life, and international relations. These lessons in connection with history work.

The following questionnaire has been sent by the Committee to the Superintendent of Schools in every county of Maryland and to the Superintendent of Schools in Baltimore City, which, as explained in our first report, has a school system of its own, entirely independent of the State Board of Education:

1. The Course of Study prescribed for the schools of Maryland contains a plan for the teaching of Government, beginning with the First Grade, which seems in *theory almost* ideal.

(a) Do you consider this plan practicable for the country schools?

(b) For the town schools?

2. (a) To what extent is this plan followed in your country schools?

(b) In your town schools?

3. Do you think a text-book in civics should be used in the Seventh Grade?

4. What books, if any, do you use?

5. What do you consider the principal defects in present text-books in Government intended for use in the elementary grades?

6. Should the main emphasis be placed upon the organization and operation of Government, or on the duties and obligations of citizen and community functions?

7. In your opinion, what should be the aim of instruction in Government in the elementary grades?

8. Assuming that the purpose of instruction in civics is to train for citizenship, do you consider your course in Government adequate?

(Signed)

County Superintendent.

Date

Kindly use this space for any additional suggestions and remarks.

.....

Replies have been received from twelve of the twenty-three County Superintendents of the State, and also from the Superintendent of the Baltimore City schools.

Of the twelve County Superintendents heard from two *failed* to answer questions 1 and 2, and one *expressly asked* to be excused from giving an opinion on *any* of the points included in the questionnaire. Three were decidedly of the opinion that the course was not practicable for the country schools, and two of these gave a negative answer also in regard to the town schools. The third thought it practicable for the upper grades of the town schools. Two answered both parts of question 1 in the affirmative, but in their answers to question 2 admitted that the plan was followed only to a limited extent in both their country and their town schools. Of the remaining four, one considers the course impracticable for the lower grades in both country and town schools; another answers that "it depends on the teacher in both rural and town schools," and says that little is done in the lower grades in his schools; another replies, "I think it can be made practicable in the country schools by correlating it with other subjects and I see no reason why it cannot be made entirely practicable for the town schools"; the last says, "The outline seems a little too full for the country schools, but seems well adapted to the town schools."

In reply to question 2, as to the extent to which the plan outlined in the Course of Study is actually carried out in (a) the country schools and (b) the town schools, not one of the Superintendents was able to say that the course was being closely followed in either class of schools in his county. The most of the replies indicate that very little is being done except in the higher grades. More is being done in the town schools than in the country schools, but it must be constantly borne in mind that, outside of Baltimore City, the great majority of the school children of Maryland are being taught in the one-room and two-room country schools. The principal reasons given for the failure of the country schools to carry out the course as laid down are: (1) lack of time; (2) poorly-trained teachers; (3) too many women teachers.

The Superintendents are almost unanimous in the opinion that a text-book can be used to advantage in the Seventh Grade, our highest elementary grade. The Nation and State, by G. M. Phillips, is used in most of the counties. Forman's Essentials in Civil Government is used in one county, and Dunn's Community and Citizen and Phillips' Nation and State are used in Baltimore City. No very serious criticisms of these text-books were made. One Superintendent says of the Nation and State: "I can see no very great defect in the book. It is possibly too extensive if the teacher attempts to teach all it contains." Of the two books used in the elementary schools of Baltimore City, Superintendent Koch says: "The books we use are fairly satisfactory."

Replying to question 6, the Superintendents are practically unanimous in saying that the main emphasis should be placed upon the duties

and obligations of citizens and community functions, rather than upon the organization and operation of Government.

The following is a representative answer to question 7:

"To teach respect for law, rectitude in civic life and support for social and moral uplift."

Of the eleven replies to question 8, only one was unqualifiedly in the affirmative and four were unequivocally negative. Superintendent Koch of Baltimore City says: "Our course in Government could be greatly improved by giving more time to the same." The answers of a number of the County Superintendents indicate that perhaps our greatest handicap in the teaching of Government in the counties of Maryland is the fact that a large proportion of our teachers begin their work with little or no pedagogical training, and are consequently lacking in the resourcefulness and technical skill necessary to a proper correlation of civics with the other studies, especially in the lower grades. We are glad to report in this connection that the Legislature of 1914 passed a bill which makes a certain amount of pedagogical training a *sine qua non* for applicants for teaching positions in the State, and that the Legislature of 1916 will, in all probability, pass additional laws, which will result in a rapid improvement in the personnel of our teaching body, and a consequent improvement in the quality of our instruction both in Government and all other subjects.

Respectfully submitted,

C. H. KOLB,
JOSEPH BLAIR,
MARGARET A. PFEIFFER,
MARY C. OTT,
DAVID E. WEGLEIN.

Mr. James Porter of the Baltimore Polytechnic Institute took the floor as a representative of the Schoolmasters' Club of Baltimore City. He explained that this club is composed of the male teachers of the Baltimore Polytechnic Institute and the Baltimore City College and that its aim is to work along lines of secondary education. He made a plea for closer co-operation between secondary teachers in the city and counties in educational matters.

Then followed election of officers for the ensuing year. Miss Edna M. Marshall of Frostburg was elected Chairman, and Miss Eva Taylor of Hurlock, Secretary.

The meeting adjourned at 5.20 P. M.

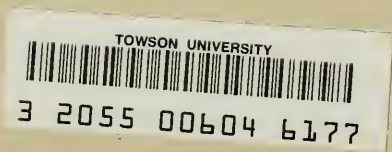
Respectfully submitted,

M. R. PATTERSON,

Secretary.

[illegible]

Demco, Inc. 38-293





Albert S. Cook Library

